

THE A T A MAGAZINE



Second A.T.A. Workshop, August, 1950

Bill Gibbons, Banff

OCTOBER, 1950

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION





A FAMILY AFFAIR

There is no service more pleasing to your Treasury Branch — than the service to the family . . . for the family is the backbone of the nation. It's a friendly, competent service that encourages thrift in the younger ones . . . wise investment and counsel to the older ones. And at all times a sincere approach to any family problems in the handling of money.

Your BEST Security is Alberta's Future

*Your
Provincial*



**TREASURY
BRANCHES**

GOVERNMENT OF THE PROVINCE OF ALBERTA

Quality and Style
Need Not Be
Expensive at

McARTHUR'S

There are 4 ways to buy at
McArthur's

- "Charge Account"
- "Budget Terms"
- "Pay Cash"
- "Lay Away Plan"

No Extra Charge

McARTHUR'S

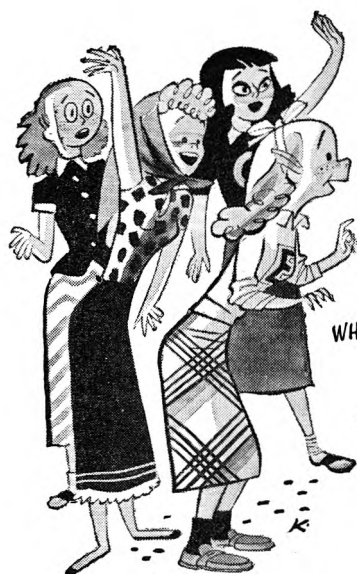
LADIES' WEAR

10142 - 101 St. Phone 26866

THIS MONTH'S COVER

This month's cover shows the group at the Second A.T.A. Workshop in Banff the week of August 20. The subjects were group planning, collective bargaining, publicity and public relations, A.T.A. administration, and also education writing. Reports will be found on pages 8 to 20 of this issue. Articles on group planning and collective bargaining courses will appear in our November issue.

Photographs of the Banff Workshop and the International Workshop are by Bill Gibbons, of Banff.



IS A TIN CAN TIN?
 WHY ARE SOME CANS ENAMEL-
 LINED AND OTHERS NOT?
 WHAT MAKES CANNED FOODS KEEP?
 WHAT IS THE LIQUID
 IN THE CAN?



As a teaching aid... use this free booklet on canned food

"The Canned Food Handbook" contains authoritative answers to these and many other questions about canned foods. It's all yours at no cost.

There are 3 other booklets on

canned foods and commercial canning which we feel will be of great use to every home economics teacher. They are all free. Just fill in the coupon and mail it to us.

AMERICAN CAN COMPANY

Home Economics Section, Dept. 4-10-50
 92 King St. E., Hamilton, Ontario

Please send me FREE English ☐ French ☐

.....copies of "Canned Food Handbook,"

.....copies of "High School Manual on Commercially Canned Foods,"

.....copies of "Tested Recipes Using Canada's Canned Foods,"

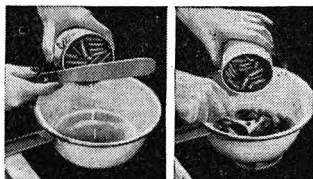
.....copies of "The Story of Coffee" (English only).

Name
 Please print plainly

School

Address

City Prov.
 (Please use 4¢ postage on your enquiry)



An example of visual teaching in this booklet. Here is the two-step use of the liquid in canned vegetables.

Announcing

Mastering Effective English

(Revised Edition)

J. C. TRESSLER - CLAUDE E. LEWIS

New Materials:

84 pages of grammar with exercises

Chapter on "Improving Your Speech"

Chapter on "Radio Listening, Writing, Broadcasting"

Brief history of the English language

Text completely revised and re-set

New, enlarged format—new type—new illustrations

This popular text, authorized in five provinces, has been enlarged, improved, and brought up to date. Ask for an examination copy.

THE COPP CLARK CO. LIMITED
TORONTO **CANADA**

A WALK-RITE

REVOLVING CHARGE ACCOUNT

**Will Solve Your
Budget Problems**

One visit to our Credit Office is all it takes. After that just show your account card when you shop.

ASK ABOUT IT TODAY!

WALK-RITE

"Edmonton's Smart Store"

Canada's First Bank

working

with Canadians

in every walk

of life since

1817 ...



BANK OF MONTREAL

THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor

10330 - 104 Street, Edmonton, Alberta

Volume 31

October, 1950

Number 2

PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

President	F. J. C. Seymour,
	2005 - 34 Ave. S.W., Calgary
Vice-President	Marian Gimby,
	9828 - 106 Street, Edmonton
Past President—	
	E. T. Wiggins, Didsbury
Assistant General Secretary—	
	W. E. Kostash, Edmonton
General Secretary-Treasurer—	
	Eric C. Ansley, Edmonton

DISTRICT REPRESENTATIVES

A. Allen.....	5530 - 48 Ave., Red Deer
E. G. Callbeck.	3834-8 St. W., Calgary
H. Dewar	Peace River
Frank Edwards—	
	10651 - 80 Ave., Edmonton
N. A. McNair Knowles—	
	P.O. Box 604, Lethbridge
G. Kolotyluk	Willingdon
Selmer Olsonberg	Mannville
N. A. Wait—	305 - 1 St., Medicine Hat

Affiliated with the Canadian Teachers' Federation.

PUBLISHED ON THE 15th OF
EACH MONTH

except July and August

Subscriptions per annum:

Members \$1.50

Non-members \$2.00

Single Copy, 25c

Authorized as second-class mail,



CONTENTS

REGULAR FEATURES

Editorial	4
Our President's Column	6
Our Library	52
Official Bulletin	54
Letters	56
News from Our Locals	62
Sparks	64

SPECIAL FEATURES

A.T.A.'s Second Workshop	8
	<i>G. A. Taylor</i>
Administration in the Alberta Teachers' Association	10
	<i>Lars Olson</i>
So You Want to Write	13
	<i>Howard M. Brier</i>
How Would You Write It?	15
	<i>F. A. Rudd</i>
A.T.A. Publicity and Public Relations	18
	<i>T. A. Shandro</i>
Letter from London	21
	<i>Mollie Panter-Downes</i>
Mathematics Teaching on the March	22
	<i>John C. Charyk</i>
International Workshop	24
	<i>Herbert E. Smith</i>
Is Education Producing Softies?	27
	<i>Robb W. Wilson</i>
So You're a New Teacher	29
	<i>E. A. Barrell</i>

OFFICIAL NOTES

Salary Analysis	31
Registration in the T.R.F.	46

Editorial

Congratulations to Saskatchewan

LAST July a teacher in the Waldeim School District near Saskatoon was summarily dismissed, without cause. There is no appeal in Saskatchewan. Upon investigating the case the teachers' association decided the dismissal was unfair and asked the teachers not to apply for the position. Now this school is close to Saskatoon, in a better than average district. Under ordinary circumstances the board would have received a number of applications for the vacancy. However, after the teachers had been altered, this board did not get a single application; the ones it had received were withdrawn. The board then offered the position to teacher after teacher through personal solicitation. On August 13 the board gave in unconditionally and agreed to meet with the Saskatchewan Teachers' Federation to investigate the dismissal. The board also "signed a clause stating that they regretted 'the circumstances which had brought about the present situation' and stated that there was 'no reflection on the reputation of the teachers who had left the district this summer, professionally or otherwise'."

In Alberta, teachers are protected from these unjust dismissals by the Board of Reference, to which any case of dismissal may be appealed. When the Board of Reference was first established, as many as 40 cases were referred to it each July. During those first few years a great majority of the teachers, about four out of five, were reinstated, which proved, beyond any reasonable doubt, that some school boards had not acted "reasonably." With each year the appeals became fewer in number. Lately, there have been only four or five at the end of each school year and the boards have been upheld in a majority of cases, which proves that boards are now much more careful, no doubt, because of the teachers' right to appeal if dismissed. This year, ten cases of dismissal were referred to the Alberta Teachers' Association, all of which were settled out of court by the boards concerned and the Alberta Teachers' Association. Not a single case went to the Board of Reference.

The teachers of Alberta recommend the tenure laws of our province to the teachers of all other provinces. These laws have been tested and have proved to be fair to teachers, boards, and the schools.

A 40-Hour Week

DURING the railroad strike the Hon. John L. Robinson, minister of industries and labour, spoke to the Medicine Hat Kiwanis Club on the subject of trends in hours of work per week. Dr. Robinson said it was

his considered opinion that the 40-hour week was coming "whether we like it or not." It is doubtful if many of his immediate listeners "liked it," for the majority were employers. But the voters in the constituency, no doubt, liked it very much. Many of them are industrial employees and 750 of them work for the C.P.R.

Two ideas occurred to me while the minister was speaking—in reference to teaching, of course. First, I envied labor having a minister of the government speak right out in support of the group he represents. It has been some time since education has had anyone in the government speak for teachers, or children, or schools.

Second, it was again brought to my attention that teachers are one of the few—perhaps the only group—in this country that has not had some improvement in conditions of work over the last 50 years. The hours of school have remained constant, it is true. But the teacher's load has increased out of all reason. More pupils, classes up to 50, more plays to direct, more choruses to train, more teams to coach, more records to keep, more reports to make, more meetings to attend, festivals, field days, hockey leagues, fastball leagues and basketball leagues. Besides, teaching has become more difficult, more complicated, more professional.

Few, if any, teachers can get by with only 40 hours a week. The average teaching load has become so heavy that there has been an alarming increase in the number of cases of nervous breakdown among teachers. Perhaps the Alberta Teachers' Association should investigate the need for regulations about the number of pupils permitted to enroll in one class, the number of hours per teacher for extra-curricula activities, for parent-teacher conferences, for clerical work re reports, cumulative record cards, etc.

Right now teachers should concentrate on this classroom load racket. For it is just that—a racket. There is no need for any place in Alberta to be short of classrooms—or teachers either. For years the teachers have been stressing the desirability of smaller classes (maximum, 32 pupils) with no appreciable results. As a matter of fact, average classroom loads have been increasing of late. Every local should investigate this matter. If the classroom load is too heavy, protests should be sent to the board. Detailed information should also be sent to the board, to the parents of the children in these over-crowded classrooms, setting out the ways in which the children may be "short-changed" in these crowded classrooms.

Our President's Column

IT is fitting that with a new school year, we begin by extending a cordial welcome to those beginning their teaching career. You will find your associates interested in your welfare, and anxious to help you wherever help is needed. We hope to see you active in our local associations, in our conventions, as well as in the classroom; your enthusiasm and vigor are welcome additions to the teaching profession.

I would wish also to welcome all teachers to another year of service in education. There can be very few who would look back on a year past and gone as the one during which we accomplished everything we inspired to achieve. In this, as in every new school year, we set new goals, plan new campaigns, attempt to correct our faults, and improve our successes.

CTF Conference

The annual Canadian Teachers' Federation conference held in Saskatoon in August was attended by Miss Gimby, Mr. Ansley, and myself. In our opinion, the sessions were most informative and valuable. The Canadian Teachers' Federation is moving toward some practical solution of the problem of transfer of teacher pension credits from province to province. The delegates take an active and personal interest in the problems facing sister associations, and react positively to any threat to education anywhere in our Dominion. Considerable time was spent in the study of proposed revisions to National Policy of the Canadian Teachers' Federation. Much of this was necessarily routine, but in the complete text of the statement of policy one can see the growth of a strong national organization of Canadian teachers. It is only fitting to express our pleasure in the election of

E. T. Wiggins, our past president, to the presidency of the Canadian Teachers' Federation. Our earnest wishes for a successful term go forward to Mr. Wiggins.

ATA Workshop

Our Second Alberta Teachers' Workshop was held in Banff during late August. Judging from the informal opinions expressed and the questionnaire poll, the Workshop was as successful as our first. This year a special Writers' Course was conducted; we are hopeful that the results will begin to appear in our magazine as well as in the daily and weekly newspapers.

It is a pleasure to report that Supplementary Pension cheques have been sent out to those who are eligible and have applied. The office reports that several letters of appreciation have been received to date.

Our new building is proceeding nearly on schedule. At the date of last report, the steel framework was erected and plumbing and wiring begun. It may be that the construction will be complete by May or June of next year.

Moving from reports of the past and present to the future, one can see the usual problems confronting us. The lag in teachers' salaries as compared with the wage index in other salaried groups is alarming. Coupled with this serious situation is the ominous portent to education of reports such as that of the Hope Commission in Ontario, and acts such as our *County Act*.

Professional Status and Salaries

Of equal importance at all times is the question of professional status. It is certainly past the time that we must close our ranks on this issue, and state unequivocally our demand for higher

qualifications for teachers. A stand such as this is vital to the advance of our profession, and to the betterment of education in general. The Alberta Teachers' Association has consistently argued that the basic reason for the shortage of qualified teachers is to be found in low salaries, low entrance qualifications, casual teacher-training, and low regard for the profession by the public. Any recruitment campaign which ignores the active operation of one or all of these factors is wanting in philosophy and certain of ultimate failure.

Teachers' salaries are not yet at parity with those of comparable occupations. Many who point to the increases in the salary bill over the past years base their views on the position that teachers' salaries were right and adequate in the early thir-

ties. We can never subscribe to this view; and if we do not, then, our salaries have done little else than somewhat leisurely follow the rising wage index across the country. It will be more important than ever before for all of us to study this view more closely than ever, as living costs continue to spiral.

Dr. Sansom

Education in general, and Alberta in particular, have lost a brave and doughty champion in the death of Dr. Clarence Sansom. No one who has had either the privilege of following him in debate or in the press, can have failed to deeply admire his intellectual honesty, his keen insight, and his convictions. The Alberta Teachers' Association mourns the passing of one of our great leaders and educationalists.

DEATHS

The secretary of the Teachers' Retirement Fund regrets to report the death of the following teachers:

Lena Bartoshyk on February 5, 1950. Six years' service.

Charles Bradwell on September 13, 1950. Twenty-six years' service.

James Brackenridge on February 23, 1950. Thirty-two years' service.

Alberta Adeline Burns on April 27, 1950. Service not known.

Stanley Carver on May 14, 1950. Twenty-nine years' service.

Elsie Connah on August, 1950. Twenty-eight years' service.

Ralph Dyer on September 26, 1950. Eleven years' service.

H. O. Harper on September 21, 1950. Twenty-seven years' service.

Grace Margaret King on January 26, 1950. Nineteen years' service.

Helen Edith Macmillan on July 24, 1950. Seven years' service.

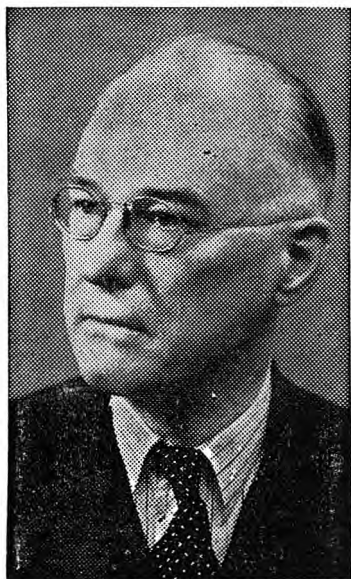
Edward McNeil on August 27, 1950. Four years' service.

Lawrence Alvin Reid on May 20, 1950. Thirty years' service.

Alice M. Robertson on May 19, 1950. Thirty years' service.

George W. Robertson on August 13, 1950. Thirty-six years' service.

Mary Jeannette Thoreson (nee Hinman) on May 30, 1950. Twelve years' service.



Dr. Sanson, president of the Alberta Teachers' Association from 1943 to 1945 and a member of the Department of Education for 20 years, died suddenly in a Calgary hospital on September 21.

Wilma Van Deelen on July 22, 1950. Eight years' service.

Mary Evelyn Willetts on August 9, 1950. Ten years' service.

"To provide the opportunity to exchange ideas, to challenge procedures, and to clarify things relating to teacher education was the object of

ATA's Second Workshop

G. A. TAYLOR

Principal, Rocky Mountain House S.D.

EDUCATIONAL leaders from Washington and Alberta, newspaper men, labor leaders, and teachers from every corner of Alberta gathered at Banff August 20 to 26 to discuss educational publicity, public relations, collective bargaining, administration, and educational writing. Judging by the enthusiasm shown by members this year, both for the holiday opportunities after hours and the high quality of leadership exhibited by those in charge, the Workshop will become an annual affair.

Under the leadership of Lars Olson, past member of the Alberta Teachers' Association Provincial Executive, administrative problems ranging from the improvement of teacher attendance at sublocal meetings to problems associated with *The A.T.A. Magazine*, were studied. The Alberta Teachers' Association has already demonstrated its influence in educational leadership in Alberta during the short time since it attained professional status in 1936, and its members are confident that they have a splendid opportunity to help form the destiny of a rapidly expanding province. This entails a highly efficient and active local in every city and in every school division.

Alberta Teachers' Association relations with labor became the topic of discussion under the direction of Gordon Wilkinson, Trades and Labor Congress, Calgary. Since teachers have many problems in common with tradesmen and since they teach the

children of tradesmen, as well as the children of all other occupational groups, members of the Workshop found that consideration of matters of common interest with Mr. Wilkinson were of vital interest. K. A. Pugh, chairman of the Board of Industrial Relations, Edmonton, dealt with the details of *The Alberta Labour Act*.

Wherever a group of people gather to talk over common problems, whether it be a service club or a social studies class the technique of public discussion becomes paramount. C. R. Strother, professor of clinical psychology, University of Washington, conducted a study of the art of public discussion. Members of this group hope to be able to enliven and make more purposeful public discussions in their own classes, Alberta Teachers' Association locals, and in community organizations.

A five-day course in journalism was an addition to the Workshop this year. Howard M. Brier, professor of journalism, University of Washington, writer of fiction popular with teenagers, offered instruction in the art of effective presentation of facts in readable form for publication in newspapers and periodicals. Besides writing articles for *The A.T.A. Maga-*

Mr. Taylor, principal at Rocky Mountain House School District for the past four years, was the Rocky Mountain Local representative at the Writers' Course at the Workshop at Banff in August.

zine, members of the class are confident that they will arouse enthusiasm among their students for writing effectively whether their efforts are for a class assignment, the school paper, or the local newspaper.

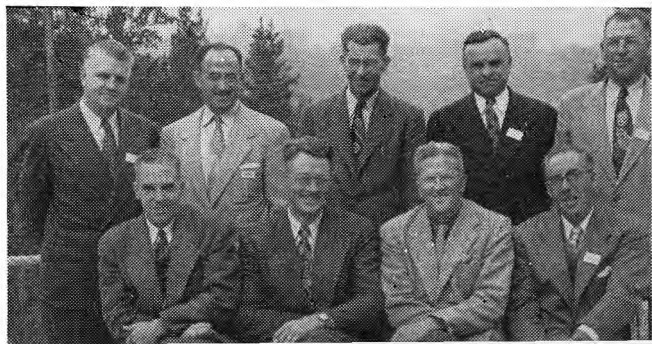
"Publicity and Public Relations" was the topic of a panel discussion Tuesday evening. Guest speakers were C. A. Clark, editor of *The High River Times*, Basil Dean, on the editorial staff of *The Calgary Herald*, E. H. McGuire, commercial manager, CFCN, and T. A. Shandro, educational publicity director of the Alberta Teachers' Association. F. J. C. Seymour, president of the Alberta Teachers' Association, acted as chairman.

Misunderstandings between the public and the school were uncovered. Mr. McGuire found that high school students did not know the geography of Alberta when they came to work in his broadcasting station. Mr. Clark complained that high school students could not write so as to be useful in the newspaper business, and that many teachers were placed in positions that they could not handle the first year. He advocated apprenticeship for teachers. Mr. McGuire suggested a return to the so-called training of the "memory" by means of memorization of rules in French or Latin grammar. Mr. Callbeck, of Calgary, pointed out that scientific investigation revealed that there was too little transfer of training from one subject to another to justify the teaching of any subject in school

purely for the benefit to be transferred to other studies.

"Cooperation Within the School System" was the topic for a panel headed by Eric C. Ansley, general secretary of the Alberta Teachers' Association. Guest speakers were Ethel Fildes, Spirit River High School, W. A. Taschuk, principal of Myrnam School, J. L. Wyatt, Board member of the Medicine Hat School District, and George Wilson, superintendent of Calgary Division. Responsibility for decisions in the administration of a school was a feature of the evening. No one seemed certain as to the exact relative position of teacher, principal, superintendent, and school board. Successful school systems seemed to function harmoniously by exhibiting a good deal of give-and-take within the system, where all parties displayed an understanding of the views of the others and their problems.

Coffee drew everyone to Chalet Two after each session, and in the evening, to talk over the events of the day; here many discussions continued. The week passed all too quickly; when Saturday noon arrived, no one seemed to feel that the seven days had been long enough. Enthusiasm for the Workshop coupled with the pleasures of Banff grew stronger every day. The members left for their homes with something to tell and with all kinds of ideas for their locals this year.



Directors at Banff Workshop. Standing, l. to r., Howard Brier, C. R. Strother, Lars Olson, T. A. Shandro, Gordon Wilkinson; seated, Donald Cameron, Fred Seymour, Eric Ansley, Ken Pugh.

Administration in the Alberta Teachers' Association

LARS OLSON

THE purpose of this course was to study the various steps of organization within our association in order that the services to our members might continue to improve at all levels.

It was very gratifying to witness the keen interest that the teachers assembled at Banff showed in our professional organization. Evidence that our organization stands on firm ground was emphasized by repeated assertions that we have all the machinery necessary to carry on effectively, we only need to make full use of it.

Some weaknesses in operation were, however, pointed out and recommendations for overcoming these were given. One was that trouble often develops between teacher and teacher or between teacher and board and very little is done to help the situation in the early stages. If such difficulty develops to an acute state a charge may be laid before the Discipline Committee. It was felt that every effort should be made to overcome such potential trouble in the early stages if possible. The opinion was voiced by all groups that it was desirable to establish a committee in each local to offer help. This committee might consist of experienced and tactful teachers and one or more board members who would be able to give advice in settlement of such differences before they became too acute. Such committees could meet at need to deal with various matters; minor irritations, interpreting *The School Act*, transfers, evaluation of credits, placements, or other matters.

Its composition could be rather elastic dependent on the geography of the region or other factors. It might be called a conference committee, a

Mr. Olson, a past member of the Provincial Executive and active in Association affairs for many years, was consultant for the Administration in the Alberta Teachers' Association group at the Banff workshop.

joint committee, a liaison committee, an adjustment committee, or a school improvement committee. It was felt that the term grievance committee should not be used. An article could, if desired, be inserted in the collective bargaining agreement to make provision for its establishment.

Another was that geographical representatives had difficulty in contacting councillors and executives of the various locals within their district. Since several conventions are held within the areas of some geographical districts and since much time and a great deal of travel is needed to contact all sections, too much demand is often made on the district representatives' time. To overcome this, recommendations were made that district meetings be called where practical within a geographical area: perhaps two per year. Here councillors of locals and executive members could meet with the geographical representative to discuss Association matters and receive reports from the central office. Closer touch with all matters could thus be established.

It was agreed that some simple form of report be drafted whereby the local secretary could inform head office yearly of all activities carried on.

Many matters concerning local administration were reviewed and definite recommendations made. While it was felt that all of these could not be implemented in all locals, never-



"Now, if you could establish a school improvement committee in your local, it should help to overcome such difficulties . . ."

theless, the most desirable practices were emphasized in all groups.

Some specific recommendations were as follows:

Local Executive

The president of a local should be a person well acquainted with the problems of that local, be professionally minded, and have had previous experience in an executive position.

The secretary-treasurer's position should have a quality of semi-permanency and continuity. He or she is the key person on the executive. It is not desirable that changes of both president and secretary be made in any one year. An assistant secretary might train for secretary. The secretary should be paid an honorarium for services.

New members could be brought in as sublocal representatives. They might be placed on different committees but not on salary schedule committees until they have had some experience.

The salary schedule committee should consist of three or more members who are acceptable to the board. They should be of a diplomatic nature

and the majority should have had previous experience on such a committee. Some continuity of office is practical.

To Increase Attendance at Local Meetings

1. If there are a number of sublocals comprising one local, have each sublocal sponsor a general meeting. The program could consist of a short talk by the superintendent, a speech on some professional topic by a good speaker, films on classroom practice, and conclude with some social activity.

2. It is beneficial to have a record of attendance by registration so some permanent record is available.

3. Organized transportation by teachers in various areas, costs borne by individual teachers, or the local, or the school board.

4. Bring teachers out by having social events and they will ultimately take an interest in the business.

5. Social evenings will vary in nature dependent on local conditions and interests. This would have to be handled by local ingenuity.

6. Informal discussion in small groups. Panel discussions with buzz

sections; avoid undue length.

7. Extra-curricular activity of local interest, track meets, or festivals.

8. Projects:

- (a) Testing programs,
- (b) Compiling a divisional handbook,
- (c) Studying Alberta Teachers' Association Handbook,
- (d) Principals could stimulate interest by introducing problems to junior members.

(Avoid prolonged track meet and festival discussions.)

Difficulties to be Overcome

Local secretaries must get information into head office as soon as possible. Mailing lists should be sent to head office as soon as possible. Names of officers of local sent in immediately after elections. Salary agreement must be in four official copies, one for

the local, one for the head office, two for the school board who will send one to the Department of Education.

Annual Reports from locals should include:

- (a) Financial report,
- (b) Number of sublocals,
- (c) Number of executive meetings,
- (d) Number of general meetings and attendance,
- (e) Other activities of the local.

The above contains some of the most pertinent material discussed in the Administration section.

I would like to express my appreciation to all the members who participated in this group. The experience was a memorable one for me and I sincerely hope that the opportunity to exchange opinions on these topics will help to make our organization a still more vital force in the field of education.

NOTICE

Since April 1, 1948, when *The Teachers' Retirement Fund Act* was amended, there has been a growing interest in the pension scheme, and it is apparent that some means of supplying all teachers with information concerning the scheme has become necessary. It is therefore planned, that early in the new year a Supplement dealing with pensions will be issued with *The A.T.A. Magazine*. This Supplement will contain not only *The Teachers' Retirement Fund Act* and Bylaw No. 1 of 1948, but will also contain a section of Questions and Answers, the questions being ones which are commonly asked by the teachers.

It has been decided that, in the meantime, due to the great amount of work involved in sending information to individuals, only questions from teachers contemplating early retirement will receive personal attention, and that other questions will be dealt with in the Supplement. Those people who have questions they feel should be included in the Supplement are urged to submit them as soon as possible.

Consideration is also being given to the publication of a pamphlet which will give information concerning the pension fund, in a simple and graphic form.

BOARD OF ADMINISTRATORS
TEACHERS' RETIREMENT FUND.

So You Want to Write

HOWARD M. BRIER

Author and Professor of Journalism
University of Washington

MOST professional authors will tell you that writing is a lonely task, and that success seldom comes easily or quickly. They speak from experience, for most of them have served long apprenticeships.

Still, countless people have the urge to write, and as long as the desire exists it should never be discouraged.

There is some question as to whether or not a successful writer can teach a beginning writer how to produce material that will sell. We hear the expression that writers are "born and not made," but that expression is also subject to question. There have been writers who showed little early ability who later de-

veloped into highly successful merchants of the written word. Robert Louis Stevenson was such a writer. He spent years imitating the style of others before he developed his own inimitable style.

Can a teacher help you learn to write? Yes, provided the teacher has, among other qualifications, these two attributes: (1) the ability to teach; (2) the ability to write.

"The ability to teach" is a rather large order. It includes all of the qualifications expected of a successful teacher—understanding, knowledge, skill in method, personality, and a sincere desire to be of service. The teacher who can inspire his pupils to make an effort, and who



Mr. Brier, consultant in the five-day Writers' Course held at the Banff Workshop, shown at right, discusses the techniques of good writing with his group.

can guide that effort along productive lines, will be most likely to succeed.

The second attribute, "the ability to write," is essential. A parent, desirous of having his child learn to play the violin, would certainly not entrust that child to a teacher who could not play the instrument. Nor would you expect a pupil to learn French from a teacher who could not speak the language. So the chances are that the best teacher of writing is one who has demonstrated his ability to write.

Yet there are many writers who could never qualify as good teachers. There must be a fusion of the two attributes; the ability to teach, and the ability to write. Both come from long training, and long experience. Even then, all that the teacher can do is help *you* to learn to write.

The word *you* is emphasized to stress the importance of voluntary effort in this learning process. You must have the desire to learn or you will never learn.

It was a real pleasure for me to work with a group of Alberta teachers at the Banff Writers' Workshop in August. I found each member of the group serious, responsive, and eager to master some of the fundamentals of magazine article composition. They were quick to learn the few techniques I could present to them, and before the week was over each member of the class was launched on a writing project that should mark the beginning of many

worthwhile articles to come.

I have broken one of my own rules in that preceding paragraph. I have injected myself, the author, into the article. My summer pupils will understand, and no doubt forgive me, for I am not attempting a formal article here. I mention the fact only to point out that there are certain techniques in writing that can be

My pupils will also note that in the title, and the first eight paragraphs I was writing with my reader in mind, a technique that we discussed at great length. Other matters that we considered were the preparation of copy, the factors of reader interest, a critical analysis of a professional article, article formulas, and the elements of style in narration, description, and dialogue. Some of our work was informal, and we had only a taste of the personal conference method, a type of teaching that we might have used more extensively had there been more time.

Yes, a teacher can help you to learn to write. When you have grasped the fundamentals, all that it takes is a good typewriter; a desire to pound the keys; a sturdy physique; a natural bent for gathering material; interest in people, places, and things; curiosity; and a mind that produces a flow of ideas. Don't let that last item stump you. Ideas are constantly elbowing one another in your mind. Turn them loose. Get them on paper. Start writing.

If I Were Starting Over . . .

Here are a few worthwhile suggestions for new teachers and for others also:

1. I would keep a Who's Who of all my students.
2. I would keep a record of unusual classroom happenings and bright answers.
3. I would keep a filing system for teaching aids.
4. I would keep permanent records of all tests and their results.

Adapted from **Kansas Teacher**.

How Would You Write It?

F. A. RUDD

Mr. Rudd is on the staff of the Lethbridge Collegiate Institute and attended the Writers' Course at the Workshop as representative for the Lethbridge City Local. A graduate in law, he was the winner of an essay competition sponsored by the Canadian Bar Association last year.

HOW to write and express ourselves so the outside public will become more interested and informed in the role of modern education, was a worthy feature of the second summer Workshop held at Banff this year. Nestled in the slopes of Tunnel Mountain, the chalets of the School of Fine Arts proved an inspirational setting for teachers to study themselves. Fifteen of the sixty-seven present placed intense emphasis in the course on Education Writing on the technique of appealing to the reading public. To tell the teachers' story, and to tell it effectively, is widely recognized by educators as being a pressing need in the profession today.

Wide Representation

From Spirit River in the North to Lethbridge in the South, representatives of the elementary, intermediate and high school, really got to grips with the problem of how to write in order to interest people. This province-wide participation should do much to enable the entire profession to benefit greatly from the experience of those attending this course. Who was YOUR local delegate? In the opinion of many delegates every local in the province should endeavour to be represented at the annual Banff Workshop. It is also generally conceded it is not enough that one delegate only should benefit. Someday every Alberta teacher should have had the experience of Banff!

Professor Brier Group Consultant

Howard M. Brier, professor of journalism at the University of Washington, gave inspiring leadership in the study of principles essential to effective writing. Knowledge gained was put into immediate practice. Each member of the group was required to write an article for publication applying the accepted formula of the professional writer. Provided we have first the desire to write, source material is all around us. Professor Brier stressed forty-four factors of human interest—topics in which all people are interested at one time or another. The successful writer must appeal to the reader; catch and hold his interest at all times.

Two Objectives

The principal aim at Banff in Education Writing was considered to be the expression of ideas in the promotion of education, mainly non-remunerative writing. The objective of learning to write professionally was secondary to the course, but the same principles apply to both. In fact it was a dual purpose approach. There are those who believe we do not need to learn how to write; the average teacher has the skill now. To those who attended this writing 'clinic,' that was soon seen to be a delusion. There is a right way of doing everything in this world. Successful writing, professional or otherwise, is no exception. Time, ex-

perience, and constant practice are essential elements for success in writing. We must learn to walk before we can run!

We Learn By Doing

Careful analysis was made of an article by a professional writer in *The Saturday Evening Post* of August 12—"Edmonton, Alberta"—by Richard L. Neuberger. This sample of good magazine writing was closely studied in relation to human interest factors and professional technique. The principles and tricks of effective expression to catch and hold the interest of the reader, in this case mostly the American reader, were profusely illustrated here. In addition to discussion and illustration of principles and the writing of a completed article, each member of the group was required to write a short story for practice. This was to exemplify the use of description, dialogue, or narration. No 'workshop' in the true sense would be complete without production of an actual piece of work. Was it easy to do all this in a few crowded hours that week? No, it was not easy. Is this not proof that as teachers we need also to learn, especially how to write?

What Do YOU Think?

What was the opinion of the group members themselves of such a course? Here are a few comments. *Carl Farvolden* of Athabasca through his Public Relations Committee writes each week for the local weekly. The paper is eager for the material taken as edited by Mr. Farvolden. Greater tangible returns have come to the school as a direct result. There is more equipment, more buildings, more parent and taxpayer interest. *D. V. Morris* of the Calgary City Local is firmly convinced we have a definite task to perform in bringing the daily and weekly press and radio up to date in

the matter of the function and technique of the modern school and modern education. The business and professional public must also be told the facts in an effective and compelling manner. What better preparation for such a mission than training in the fundamentals of journalism as briefed in the course on Education Writing at Banff? *Miss Bertha Lawrence* of the Edmonton High School Local in answer to the question "Do we need to educate or inform the business public through education writing?" says yes, provided we first clarify our own thinking. "If the public were aware of the aims of education; if it were demonstrated to them that in these changing economic and social conditions, different stresses must be laid and different potential abilities developed, the public would be more sympathetic to our problems and much more cooperative in working out the solutions" is the opinion of *Miss Lawrence*. In answer to the difficult question of how to get others in our particular local to write, *Don Prescott* of Red Deer feels we must appeal to their sense of responsibility and loyalty. It cannot be left to one alone. *Professor Brier* states here that there must first be a desire to write, or it must be developed. Then we must sell others in the organization on the need for Education Writing. We must plan to be interesting to the reader we aim to reach.

We must study the requirements of the medium, be it press, radio or public address, through which we plan to impress, if we would be successful. In the opinion of *Professor Brier* we must develop a keen sense of relative importance of news items or points of interest related to our medium of expression. Knowledge of the fine points of good writing, as well as of the basic formula or plan for the magazine article, is a prerequisite if our efforts are to be acceptable. All work should be

typed neatly in double space, with one and one half inch margins, according to accepted form. The ability to 'slant' an article to suit the particular style of a magazine editor, or to meet the split-second timing of a broadcast, is an important asset to any writer. Only by meeting these requirements can we hope to obtain maximum cooperation from magazine, press, or radio in getting our material published in mutually acceptable form.

Selected Topics Indicate Wide Interest

Members of this group chose a wide variety of topics for a short article to illustrate the principles of effective writing. Such selections as Collective Bargaining, Group Planning at Banff, Photography, Public Relations and Educational Publicity, Dinosaurs of the Red Deer Badlands, Workshop Ideas on Local Administration, the Second Banff Workshop, and Education Writing indicate how extensive was the field to which the fundamentals of journalism learned here were applied. Following the helpful criticism of Professor Brier these articles will be completed for publication. Watch for these throughout the year in your *A.T.A. Magazine*.

Questionnaire Reflects Satisfaction

Was it all worth while? Should this course be repeated another year? Again the group members speak for themselves. A questionnaire was circulated by the Central Executive, to which reaction was invited. The section pertaining to the course on Education writing contained three questions. These were (1) Was the course as valuable as you had anticipated?, (2) Should it be repeated in 1951?, (3) Have you any suggestions for improvement of the course?

The general consensus of signed answers to these questions indicated that the course was by unanimous

agreement as valuable or more so than expected. One comment, however, suggested attempting to find solutions to the problem of getting educational articles to the press and radio in mutually acceptable form. Group opinion was unanimous that the course should be repeated in 1951. Intense interest in the course was proven by unanimous agreement that more time should be made available to participate in Education Writing. This might even take the form of introducing a course into the Faculty of Education Summer School to carry B.Ed. credit or of introducing a writing course at the Banff School of Fine Arts. Value of the course would be enhanced by larger enrollment and by making it possible for the same delegate to attend two years in succession. More preparation and direction prior to taking the course and closer integration with other courses at the Workshop were also suggested. One member believed some attention might now be given to the writing of radio scripts and dramatization as a means of exploiting the field of radio in Education Writing and Public Relations.

Banff Can Teach YOU to Write

Such was Banff, 1950, to the publicity minded teacher. Educational Publicity and Public Relations are among the foremost needs and topics of clinical study and practice by the teaching profession today in line with similar development in other professions. How to tell the story of modern education in an interesting and at the same time informative manner was the theme at Banff. The general public want to know. The business man needs to know. The taxpayer has an investment at stake. The parent is personally interested. Practice and experience in the application of proved technique, based on a primary desire to write, can teach you so to write that you CAN interest people.

ATA Publicity and Public Relations

T. A. SHANDRO, Publicity Agent
Alberta Teachers' Association

TWO slogans, well known in the commercial advertising business, were the "posers" around which the Educational Publicity and Public Relations Course at the Banff Workshop evolved. The first slogan studied and applied to the teacher was: "A man who doesn't advertise is like the man who winks in the dark—he knows it; nobody else does."

It was generally agreed that to a great extent such has been the situation with the teacher and his profession. We have been too occupied with our classroom procedure and general routine duties to be sufficiently aware of the need for letting the public know who we are, what we are doing, what our objectives are, and how we stack up as individuals and as a profession with those around us.

The second and subsequent "poser" thrown out as a challenge was: "It pays to advertise, but we must have a product to back it up."

It was generally agreed that we HAVE a product—a very good product—one of the finest on the continent. But it was also agreed that this product could be improved and that the Alberta Teachers' Association campaign in this regard must continue year after year.

Once these two broad principles were established the Workshop delved into the problems of implementation. An attempt was made, with reasonable success, we believe, to develop a practical answer to the automatic follow-up question:

"How best can we capitalize on what we have—of which we are justifi-

ably proud—and how far should we go, both as individuals and as an organization, to implement it?"

Whatever the extent, the implementation, it was agreed, should be conducted on five levels of operation—the provincial, local, sublocal, community, and school. An organized plan of dissemination of materials, suggestions, inspiration and even instruction should flow out of the Alberta Teachers' Association head office to the contacts operating at the local levels. In most cases these contacts are the teachers who have attended the Workshop or others closely connected with them in the operation and activities of the Alberta Teachers' Association locals.

Those in charge of operation at the local level should in turn conduct a similar operation with their sublocal contacts. Those on the sublocal level should in turn set up their contacts through schools and/or communities.

That, briefly, is the structure subject, of course, to the many peculiarities of the various areas in matters of structure, representation, mileage, and communication facilities.

It was agreed that the proposed structure will only be as effective and as valuable as the extent of its application. Consequently, the spark should come from within. Local news can only happen on the level of the local area—be it school, community, sublocal or regional in scope. The ultimate success of the entire operation and the results derived therefrom will be in direct proportion to the initiative, the energies and the in-

terests of the individuals responsible for their respective tasks in their own spheres of operation.

On the school level, it was found that the appreciative child is one of the most effective media through which the individual teacher and his profession can be cast in the proper public light. The pupil's pride in "my teacher" and the teacher's pride in "my profession" are automatic media for the best possible public relations. This stems out of the classroom and the community and must be followed through at every opportunity. This happy relationship or, should I say, "attitude" reflects itself in many school and community activities.

Aside from regular classroom procedure that attitude has come about because the teacher is active extracurricularly. He may be making the fullest possible use of the home and school association. He and his pupils may be publishing a widely read school paper. He may be the district reporter or correspondent to the local weekly paper or the daily in a nearby city. He may be the spearhead in a series of radio programs, in the

setting up of a panel of speakers on educational matters, or in the planning of school exhibits, or boys and girls fairs. He may be the coach of a school team or the manager of the town team. He may be a prominent member of a service or community or sports organization.

Whatever his extracurricular activities, one point is clear: tactful application of his extra talents in extracurricular activities raises the prestige of the teacher in his community and serves as the means by which that increased respect and recognition infiltrates through to a somewhat traditionalistic public.

Now let us consider some of the "props" that are readily available and usually accessible. In every local there are several teachers with a "yen" for newswriting and a "nose" for news. In every local there are several weekly newspapers, with editors eager to accept any local activities as news. In some locals one or more radio stations and daily papers are available. In all communities there are service organizations, community clubs, numerous other



Consultant Tom Shandro, second from right, discusses Publicity and Public Relations with one of the groups at the Workshop.

groups which can serve as "media" for the dissemination of news of local interest.

The props are there, but it takes that "spark" to set the props to work. That spark, in matters of teacher interest either as individuals or as an organization, must come from the teacher himself. WE MUST CEASE WINKING IN THE DARK AND COME INTO THE LIGHT, IN ORDER THAT THOSE AROUND US SEE AND KNOW WHAT WE ARE DOING.

Once the publicity and public relations activities are rolling on a school or community level, the foundation is laid for education-promotion on a larger scale. Each sublocal has jurisdiction over several schools and communities. The public relations man at the sublocal level will likely be confronted with the task of creating active interest in every possible community in his area. He should also be kept posted on the activities worthy of news with the object of releasing the more important ones beyond the boundaries of the community or sublocal area.

The Public Relations officer of the local will be faced with similar duties but on a local level.

Such a program, developed promptly and thoroughly, will serve as a continuous vehicle for the dissemination of public information in the teacher interest. Naturally, to keep it operating throughout the year a certain amount of information, instruction and inspiration will have to be forthcoming from the provincial level to the local level and to the sublocal, the community, and the school.

With this type of promotional activity as a base, the matter of seasonal campaigning would be much easier and much more effective. The necessary machinery would be set up and moving. All that would be required for such campaigns as, "More Education and Grants" would be to

supply the necessary ammunition at each level of operation and from there on the wheels could be set in motion almost automatically.

We at the provincial level believe that the base has been laid. We believe that the teachers who attended the Banff Workshop, returned to their locals reasonably well-equipped to set up the machinery fairly quickly. We believe, too, that there are many teachers reasonably well-equipped to take the lead in handling public relations and the subsequent publicity in their communities.

Those who attended the Workshop agreed that this matter of public relations and publicity is a two-way operation—inspiration from the top, progressively downward, and activity from the bottom, progressively upward.

The year's program breaks itself down into two themes, two operations, two methods—on five levels.

The themes: A strong continuing campaign for higher professional standards, using present standards as a springboard.

The operations: Continuous activity of promotion at all levels; Seasonal campaigning as required.

The methods: Development of satisfactory public relations; Followed up with adequate publicity.

The levels: Provincial, local, sublocal, community, school.

The Alberta Teachers' Association's publicity and public relations department is prepared to do all in its power to help you set the wheels in motion at each of the other four levels. Each area has its own peculiarities and problems in the matter of setting up publicity and public relations activities. Let's hear about these problems. Let's hear about the progress you are making. Several areas are now doing outstanding work and have smooth functioning publicity and public relations organizations. Where does your area fit into the picture?

Letter from London

MOLLIE PANTER-DOWNES

Reprinted by permission
Copr. 1950 The New Yorker Magazine, Inc.

In Alberta, a number of teachers who have tried to discuss educational problems with members of the legislature are also losing confidence in the inherent right of the citizens of Alberta to appeal to their local member in the legislature.

. . . Lord Cecil, whose family has been a permanent and potent fixture in English history, last week raised his wise, elder-statesman voice in the Lords to ask a question that has bobbed up frequently in England's past, though possibly not with the special meaning it bears in her regimental present: Is the growing power of the Cabinet encroaching too far on individual and civil liberties? Many ordinary citizens who have uneasily wondered the same thing from time to time must have found the debate that followed of particularly disturbing interest. Lord Cecil traced in his speech what he described as the gradual leakage of freedom of action from the individual to the group, from the politician to the part, and, increasingly, from the famous British Parliament itself to the administering upper crust of ministers and civil servants. He was concerned over the lack of any effective democratic check on the decisions of the central authority that extends over all departments, including the armed forces. The Lord Chancellor, Lord Jowitt, in his answering speech suggested that this power to make vital decisions rapidly

was less dangerous than the old, talkative, democratic habit of muddling along—but not necessarily through. Lord Cecil, however, refused to draw any comfort from the reflection that the present Prime Minister is a man of moderation and high integrity. He posed the question that frightens the life out of middle-of-the-road English when they stop to think about it: If an extremist government ever takes over, might it not find the powers now being forged remarkably handy? The Government speakers disregarded such possibilities and briskly brushed aside the picture of a tyrannical executive sitting at the center and cocking a snook at Parliamentary opinion, but they admitted that the dominion of the state over the individual is "inevitably" increasing. **Many of the speakers made the point that the ordinary citizen is in danger of losing confidence in his right to appeal to his Member of Parliament, since it is more than ever clear that Members cannot follow a line that conflicts with their party's line unless they want to find themselves out on their rebellious ears the next time an election rolls around.** Altogether, the debate included enough forthright and provocative things to give material for hard thought to those Britons who occasionally worry as to whether the state is fulfilling its classic role of watchdog to their liberties, or whether the state, so gradually that it has scarcely been noticed, has not changed into another kind of beast altogether. . . .

Mathematics Teaching on the March

JOHN C. CHARYK
Principal, Chinook School

The first of a series of articles to "make mathematics mean more" to teachers and to students.

PART I

Some Basic Aspects of Mathematics Teaching

EDUCATIONAL programs are designed to focus efforts upon human beings and their development. They are organized in a manner which will give individual learners those patterns of conduct and personality which society considers desirable. Education is a social function, and as such, it is closely allied both to the shifting social conditions, and to the extending knowledge pertaining to the nature of the individual and the manner in which he learns. It is no longer enough merely to prepare individuals to face the ever-changing pattern of living, but it is desirable as well to give direction to these social and cultural changes.

The first task of a mathematics teacher in teaching any grade or any

aspect of the mathematical subject matter is to study carefully both the broad and immediate objectives as outlined in the various programmes of studies for mathematics by the department of education concerned. Thus the keynote to any discussion relative to mathematical instruction appears to be inherited in the aims to be achieved, for without the continued presence of the broader concepts of the ultimate results to be accomplished in the mind of the teacher the day-to-day classroom activities lose their significance, and are stifled in a morass of indecision and dissatisfaction. There is always the grave danger that the teacher might forget the goal of his teaching, and begin to use the tools and procedures of the subject matter as ends in themselves. Teachers of mathematics are under particular temptation to succumb to this lure of presenting facts for their own sake. This is no doubt due to

ABOUT THE AUTHOR

Since picking up the idea of multi-sensory teaching as a navigation officer in the R.C.A.F., John Charyk has been demonstrating the effectiveness of this method in this teaching at Chinook School in the Neutral Hills Division, as well as his summer session teaching at the University of Alberta. Mr. Charyk received his M.Ed. last fall and is considering taking courses at Columbia University for his doctor's degree.



JOHN C. CHARYK



Word study, directed reading, well-constructed sentences and paragraphs are as much a part of the lesson in mathematics as in English. Three students in the midst of a directed reading lesson in mathematics.

the fact that mathematical concepts appear to possess such unquestionable scientific qualities that teachers of mathematics are often prone to believe that the acquisition of these reliable facts by the children is education itself, rather than merely being one of the adjuncts of the educational process.

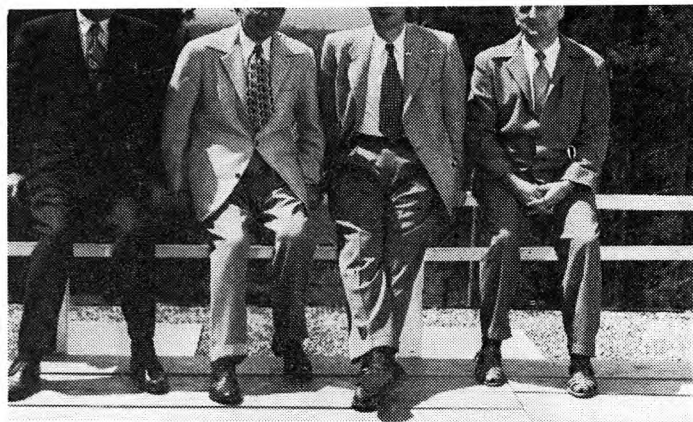
It is immaterial at which grade level we study these teaching objectives they usually include the following dual responsibility, viz., the mathematics program not only helps the pupil to become more competent in computational skills, but in gaining lasting quantitative impressions from the world in which he lives. All too frequently the student is able to master certain skills, but lacks the ability to make these skills useful in real-life situations. Thus a teacher must forever steer a course between the subject-matter aim on the one hand, and the zeal for giving the pupil experiences in quantitative thinking without the skills for doing

it, on the other hand. However, it must be noted that to teach mathematics only in terms of utilitarian value is to ignore the study of mathematics for its own sake, i.e., pure mathematics. There are many concepts and investigations in mathematics that are considered exclusively from the standpoint of the mathematician's creative power without any conscious application to nature. It is good professional practice for a teacher to summarize the appropriate aims of teaching mathematics and to place them in the teacher's office, in the classroom, in the daily plan book, in the textbook, or in any other conspicuous place as a constant reminder of the ultimate educational purposes behind the act of teaching Jimmy to use and to understand the process of factoring, or Gloria to count to ten. The daily piece-meal teaching will take on a new significance, and the role of education as an all-round development of the indivi-

(Continued on page 40)

Skills of mathematics applied in a real-life situation. The task of papering a room includes such mathematical principles as: finding areas, calculating costs, estimating, matching, budgeting, figuring discounts, fractions, etc.





Left to right, H. E. Smith,
Ralph Tyler, Wilbur
Schramm, O. M. Forkert.

International Workshop

Rural Editorial Service
June, 1950

HERBERT E. SMITH, Dean
Faculty of Education
University of Alberta

THE Rural Editorial Service could scarcely have selected for its fourth annual workshop a more beautiful site than Banff in mid-June. After a long winter under the snows Banff was again its charming summer self, all sunshine and sun showers. And of Banff's many magnificent viewpoints few have more claim to pre-eminence than that of the School of Fine Arts.

To this location then for a ten-day session of study and discussion, came editors of teacher magazines, advisers and counsellors about teacher magazines, and a few especially invited guests of more cosmopolitan editorial experience—some ninety in all. For ten days teacher magazines from Mississippi to British Columbia, from Newfoundland to New Mexico, from all corners of the land, were examined, discussed, analyzed, and evaluated. To three panels of jurors, one on editorial planning, one on writing, and a third on format, each editor brought samples of his brain child, displaying

Dean Smith of the Faculty of Education, University of Alberta, was one of the consultants at the Rural Editorial Service Workshop. He spoke at one of the general sessions of the Workshop on the subject, "The School as an Instrument of Social Reform."

it proudly, humbly or nonchalantly as the case may be, and seeking counsel on its ailments and how to bring it properly to magazine maturity. These juries occupied many of the afternoon and some of the evening sessions. The jurors deliberated gravely, offered suggestions when any could be thought of, and sustained an air of sympathetic goodwill appropriate to their judicial role.

The morning sessions ran to the broader aspects of magazine policy and production. Presentations ranged through lectures, panels and forums, to the loosely-constructed "free-for-alls." Editorial privileges and responsibilities, techniques of news gathering, participation legislation affect-

ing schools, mass media of communication and similar topics were discussed. There were many good talkers. Several were ladies and it may be superfluous to add that they spoke well. Possibly the majority were men and they spoke ably too. The topics permitted plenty of range and depth and versatility in debate.

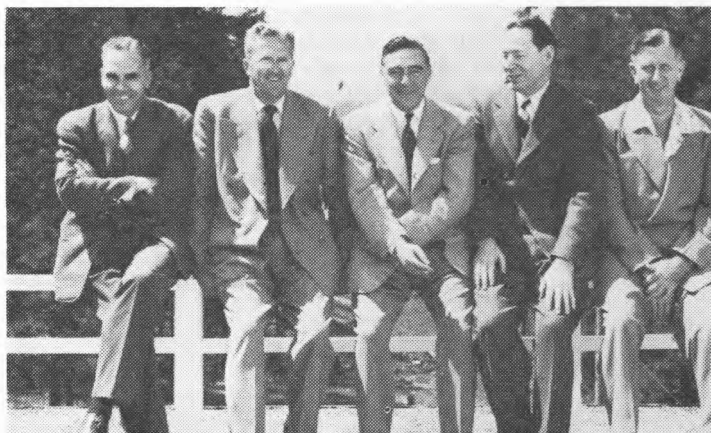
Of the cosmopolites, first place goes to Mr. Roy Larsen, business manager of *Time* magazine. Out of the wealth of his newspaper experience he spoke twice, first on community responsibility in education, and again on the enlargement of reader appeal. In respect of appeal Mr. Larsen's interest is natural. He wants readers, and he wants to influence their thinking, preferably without their awareness of being influenced. To this end indirection is best. Those of you who read *Time* or *Fortune* may have observed that articles addressed ostensibly to a certain class of reader may, by a subtle kind of indirection, appeal also to the casual reader who, thinking himself well outside the target area, receives yet a good part of the shot. Such innocents are in press jargon said to be "reading over the shoulder" of the direct addressee. As with kibitzers in general their curiosity entails a certain risk.

Mr. Larsen's interest in support for education is obviously a part of his broad interest in human welfare. He pioneered in the organization of Citi-

zens' Committees and has seen a good number established. These committees are a bit like parent-teacher groups except that teachers are not necessarily involved and the appeal is primarily to public spirited citizens. They are urged to interest themselves in local education and to find ways and means of making it better. Several instances of beneficial results were reported from various communities and one or two of positive mischief. Mrs. Lucy Payne, assistant editor of *The Indiana Teacher*, in her engaging forthright style, spoke the word of malediction upon at least one of these committees. Mr. Larsen allowed that even the finest of institutions might to the critical eye disclose minor defects.

Most of us felt it a pity that "Andy" Holt had to leave after three days. He was on the last leg of his year as president of the National Education Association and was from Tennessee. Nothing but misanthropy would prevent your responding with enthusiasm to this big fellow's engaging manner, his spontaneous interest in your well-being, and his intriguing southern accent. At least I took the accent to be southern, though many editors from the much deeper south spoke the purest of Canadianese. One charming lady editor from Tennessee spoke of Andy as a man in 160 million. This I took to include greater United States,

Left to right, Donald Cameron, Eric C. Ansley, Roy Larsen, Francis S. Chase, Andy Holt.



but, tactfully enough, to exclude Canada. In leading a forum on current educational problems Holt gave one of the finest exhibitions I have seen of group dynamics.

Dr. Ralph Tyler, dean of the Division of Social Sciences at Chicago, besides acting as juror throughout the session, gave a splendid talk on the fundamentals of motivation in the learning process. Far from being formidable and inaccessible, as by popular consent a Dean ought to be, Dr. Tyler is contagiously genial and companionable, concealing a vast amount of wisdom behind an inviting ocular twinkle.

Of the ladies I must constrain myself to the mention of only three. One recalls with pleasure the lucidity of Miss Weeks, associate director of R.E.S., discussing the past, present and future of R.E.S. itself. From small beginnings four or five years ago this organization, now on an international basis, volunteers assistance to editors serving rural constituencies anywhere. Then there was the contagious composure of editor Miss Scott of *Arkansas Education*. Those of us who know little of Arkansas beyond the fame of her strong-minded mules, experienced a rapid broadening of international appreciations. And so it was of New Mexico or Alabama, or Colorado, as our common problems were discussed.

Dr. Mildred Fenner, vivacious and dynamic, is managing editor of the *N.E.A. Journal*. This is a big job for a small lady but to this she adds home, husband and children. She talked fluently of relationships between National Education Association publications and state journals emphasizing the need for cordial understanding of their somewhat different functions.

Of the men some of the more prominent in leadership and discussion

were Dr. Hunt, editor of *Phi Delta Kappan*, Dr. Schramm, director of the Institute of Communications Research at the University of Illinois, and Mr. O. M. Forkert, adviser on magazine design to a number of publishers. Our own Canadian men enjoyed a good bit of spotlight illumination, partly because of the powerful organizations they represent but mainly because of their personal qualities and progressive ideas. Eric Ansley of Alberta, Charlie Ovans from B.C., Gilbert Eamer from Saskatchewan, and E. Arnett from Manitoba all played the infield very close and chalked up no errors. It would be a pleasure to mention many other charming people both from the United States and Canada but space does not permit.

Finally was the R.E.S. director himself, Dr. Francis S. Chase, known to everyone as Frank. He speaks with a great voice in the melodious Virginian tongue. His is the organizing genius behind Rural Editorial Service. In spare moments he teaches in the University of Chicago, Division of Social Sciences, specializing in administration. Working with him one begins to understand why R.E.S. has grown so tremendously in so short a time. Possibly the fine service to editors was badly needed. Editors are lonely folk, much abused and maligned. Probably few of them have had specific training in their duties. But even so, editors learn to be cautious if nothing else, and the services they are accepting must be worth while. From all such the voice of gratitude must go to the Kellogg Foundation which sponsored and financed R.E.S., and to Dr. Frank Chase who created and structured it.

The editors of Canadian education magazines will have their own special note of thanks to Frank Chase.

Is Education Producing Softies?

ROBB W. WILSON, Staff Member
Stony Plain Memorial High School

EDUCATION in Alberta has for one of its objectives the teaching of a democratic way of life. Its ultimate aim is a free state where the people live in a peaceful world governed by Christian principles, and where law and order comes from the wish of the majority. This is all very pleasing; but we must remember the need of protecting those states which have made some advance in this direction.

Is Education producing a nation of softies who will not be capable of fighting to protect our country? Should our idealistic philosophy be tempered by a practical outlook? We were lucky last time; how about the next?

In 1939 thousands of our young men had been indoctrinated with the idea that peace must be maintained, and that by example we could influence the remainder of the world. How fortunate it was for us that the peoples of the British Isles had been more practical and were able to hold the hordes while we changed our attitude and prepared for war. Canada's Government tried hard to make up for lost time, but were reluctant to effect universal conscription. Why? Because they were afraid of public opinion, and this public opinion was the result of our teaching. When they did put the act into force scores of young men attempted to avoid making a contribution. Many of these were high school graduates.

In an infantry training centre, Major A. A. Smith of the P.P.C.L.I., found in a mixed draft of active and non-permanent troops that the average education of the volunteers

was three grades lower than that of the draftees. Could it mean that the better the education the young men had the less they saw the need of fighting for their country?

Of those who offered their services hundreds were rejected because of their physical standard, and most of those who had held sedentary positions prior to enlistment, grunted and groaned in agony in the attempt to get into condition. Even the high school graduate who went directly into the service found he was not physically ready for combat duty.

Principals and teachers pay lip service to the value of sports and physical education; however, this feature of the curriculum is frequently left to the new teacher on the staff, and often the young people have to organize their own sports as none of their teachers has sufficient interest.

Youth physical improvement groups in Europe are sometimes the target of our scorn. In our ignorance we do not realize that similar organizations in Canada could serve to prepare our young men for the all-out war which seems so imminent. It could be that someday we shall wish we had not scoffed.

United States of America entered

President of the Stony Plain Local and their representative in the Writers' Course at Banff, Robb Wilson received his early education in British Columbia and Saskatchewan. He was in the Canadian Army and "through the kindness of the government he had a five-year tour of Europe and North Africa." On his return he received his M.Ed. from the University of Alberta and is at present teaching Social Studies and English at Stony Plain.

Congratulations

to

EDGAR T. WIGGINS

President, Canadian Teachers' Federation

1950-51



what appeared to be a small war, but found it a major undertaking to stop the forces of a comparatively small section of Asia. These North Koreans—indoctrinated, organized and trained—threatened to upset the prestige of the leading industrial nation of the world. A country which can field a million front line soldiers is having difficulty in getting enough trained infantry into action to hold back an attack by less than one tenth of the ground troops the communist could set marching tomorrow.

Canada is having to recruit 6,000 men to provide *one* brigade. These soldiers have to be trained before they are ready for action. What if this attack had taken place by airborne troops on the prairie fields of Saskatchewan and Alberta?

We won the last war: we shall win the next; but would it not be better if we were to take our heads out of the sand before we get a mighty slap on another part of our anatomy? Surely we can read the signs!

We do not like war. We do not like to see young men with a militaristic outlook, but how much easier it would be for them if they were to receive cadet training in the schools. Shall we give them assistance or shall we wait for their characteristic innate manhood to protect Canada again?

We dislike being told that it can happen here, but many teachers can remember Ortona, Caen, Cleve, and the condition of the Dutch after years of occupation. We remember the East End of London and the shore-line houses of Eastbourne. If we can stop it from happening here it would surely be worth the effort to change our concepts of educational philosophy.

We admit that indoctrination is possible in the teaching of social studies. If we can indoctrinate for democracy; should we not do the same for its protection? We are living in a changing world; to continue, we too must change. We can retain our idealistic views and at the same time take a practical look at the conditions of the world today. Canada will depend upon its men to protect her. Those men of the future are in the schools and it is our task to help them prepare themselves for today, tomorrow, and for ripe old age. They won't thank us if we do not let them know the actual conditions as they exist. If we cannot prepare them, at least we can put up some warning signs on their road.

Our students are *not* softies yet. Canadians are still hardy. We can still put up a pretty good fight when we have to do it. Does our education help?

So You're a New Teacher?

E. A. BARRELL, Jr. Chairman
Language Arts Department
Dover High School, Delaware

We hope that this will forego the popular saying "Why didn't SOMEBODY tell me?"

AS a beginner in a distinguished and basically altruistic profession you may already be oversupplied with advice. Probably you have read the illuminating remarks which the great psychologist William James directed to teachers, the much more recent and very provocative *Teacher in America* by Jacques Barzun, and many other writings of more or less similar purport. In addition, your professors have done their best, certainly, to point you to the way in which you should go.

However, in spite of all this, and though I am aware that advice is a commodity more cheerfully offered than taken, I have compiled for your assistance an assortment of admonitions. I lay them before you with but one observation: though not startlingly novel ("There is nothing new under the sun."), these bits of advice, from the treasury of my considerable experience as faculty member of good schools in the east and middle west, will, if heeded, make your teaching career happier and more fruitful than it might otherwise be.

Please Realize

1. Please realize that theory and practice are not always in unison.

You have recently completed a number of educational courses, most of which were good in content and in the manner in which they were conducted. Yet it was inevitable that

you learned more of the theoretical than of the practical aspects of the job for which you were heading.

Probably the School of Education you attended felt that your practice, or "cadet" teaching would gird you sufficiently for the procedures and problems of the classroom. That was a fallacy, as you will discover.

2. Please realize that teaching is inevitably empirical.

That is, that only through much experience in the classroom can you gain the precious instinct that tells you how to teach a given phase of your subject, how to plan your work, and how to gain the solid respect and admiration of your students. Only rarely is a teacher *born* with this instinct; the rest of us have to acquire it.

3. Please realize that discipline is virtually unnecessary when children are kept interested and busy.

The bulk of disciplinary cases are



Reprinted from The Delaware School
Journal

traceable to boredom or to the feeling of being totally unappreciated. Very seldom does one encounter a truly malicious student—one for whom school is merely The Place Where One Annoys the Teacher.

4. Please realize that if an actual discipline problem does arise, it is yours, and yours alone, to solve.

Never, except under the most extraordinary circumstances, send or take the offender to the principal's office. That would be a confession of weakness on your part which would produce two immediate and undesirable results: (a) the principal's opinion of your judgment and ability will lessen, and (b) the pupil involved will resent you and your action until his very last day in school. Worst of all, he will undoubtedly influence some of his friends to dislike and annoy you.

5. Please realize that a school faculty is, perforce, a mutual aid society.

Whenever a colleague asks for assistance or a favor, or needs it but does not ask, be eager to extend a helping hand. You will be glad of his reciprocation at some future date.

6. Please realize that to try to be a "pal" with your students simply does not "pay off."

To place yourself on their level, though it win you a little transient popularity, will destroy that slight but essential barrier between teacher and pupil by which respect for the former is fostered.

7. Please realize that teachers' meetings, often tedious, are not necessarily so if a faculty is enthusiastic and progressive.

It takes originality and planning to achieve a really vital teachers' meeting. And though much of the responsibility falls on the administration, a good deal can be accomplished by the individual teacher who comes prepared to present some fresh idea, new light on an old problem, or a better way of doing a routine task.

8. Please realize that a good teacher is usually a good housekeeper.

If your room—and, indeed, your very desk—is messy, pupils will note the fact at once and your prestige with them will decline. They will assume, perhaps rightly, that your teaching procedures and other professional duties are equally disordered and careless. When they reach such a conclusion, I challenge you to obtain from them any conscientious, careful work.

9. Please realize that you should not stop learning merely because you have made a graceful exit from the School of Education.

Only by reading the latest in educational books and magazines will you advance and mature in your teaching. An alert doctor "keeps up" with the newest books and articles dealing with medicine. Too many teachers, year in and year out, read almost nothing in their field.

10. Please realize that if you expect your pupils to be interested, you yourself must be interested.

Interest, like enthusiasm and the measles, is contagious. Without interest the pupil learns little, and he learns that little grudgingly.

11. Please realize that whatever the subject you teach, you must also teach English as an integral part of it.

When reports and test papers contain errors in English—misspellings, ungrammatical expressions, faulty sentences, poor punctuation—you must take the time to point out these defects to the pupils on whose papers you find them. Occasionally send a set of test papers to the English instructor with whom these pupils study, so that he or she may go over the papers with the students purely from the point of view of English usage.

12. Please realize that modesty in the teacher regarding his knowledge and ability is ordinarily appealing to students.

If you have a "Sir Oracle" air, get
(Continued on Page 36)

Analysis of Divisional Salary Schedules

for teachers of One-Room Schools, Elementary Grades, and One-Year's Training, Province of Alberta, 1950

	Acadia	Athabasca	Barrhead	Berry Creek	Bonnyville	Bow Valley	Calgary	Camrose
1st Year	1600	1500	1500	1600	1550	1500	1500	1500
2nd "	1700	1600	1600	1700	1650	1600	1625	1600
3rd "	1800	1700	1700	1800	1750	1700	1750	1700
4th "	1900	1800	1800	1900	1850	1800	1875	1800
5th "	2000	1900	1900	2000	1950	1900	2000	1900
6th "	2100	2000	2000	2100	2050	2000	2125	2000
6-Year Total	11100	10500	10500	11100	10800	10500	10875	10500
7th Year	2200	2100	2100	2200	2150	2100	2250	2100
8th "	2300	2200	2200	2300	2200	2200	2375	2200*
9th "	2400	2300*	2300*	2375*	2250	2250*	2500*	2200
10th "	2500*	2300	2300	2375	2300*	2250	2500	2200
11th "	2500	2300	2300	2375	2300	2250	2500	2200
12th "	2500	2300	2300	2375	2300	2250	2500	2200
12-Year Total	25500	24000	24000	25100	24300	23800	25500	23600
	L.A. 1400-1800	I.C. Max. 1700 1950-51 schedule not yet received	Schedule not settled for 1950-51		I.C. Max. 1850 L.A. Max. 1900 Full credits for P.E. if not absent for 5 years or more.		Married teachers with dependants 100 per year.	
	Castor	Clover Bar	Coal Branch	Drumheller	East Smoky	Edson	E. I. D.	Fairview
1st Year	1550	1500	1700	1600	1500	1500	1500	1500
2nd "	1650	1590	1800	1700	1600	1620	1600	1600
3rd "	1750	1680	1900	1800	1700	1740	1700	1700
4th "	1850	1770	2000	1900	1800	1860	1800	1800
5th "	1950	1860	2100	2000	1900	1980	1900	1900
6th "	2050	1950	2200	2100	2000	2080	2000	2000
6-Year Total	10800	10350	11700	11100	10500	10780	10500	10500
7th Year	2150	2040	2300	2200	2100	2180	2100	2100
8th "	2250	2130	2400	2300	2200	2280	2200	2200
9th "	2350	2220	2500*	2400*	2300*	2380*	2250*	2300*
10th "	2400*	2310	2500	2400	2300	2380	2250	2300
11th "	2400	2400*	2500	2400	2300	2380	2250	2300
12th "	2400	2400	2500	2400	2300	2380	2250	2300
12-Year Total	24750	23850	26400	25200	24000	24760	23800	24000
			1950-51 schedule not yet received.		I.C. (Max-1800) L.A. (Max-1700)		1950-51 schedule not yet settled.	

	Foothills	Foremost	Grande Prairie	High Prairie	Holden	Killam	Lac La Biche	Lacombe
1st Year	1600	1500	1500	1500	1500	1500	1500	1500
2nd "	1700	1600	1600	1600	1600	1600	1600	1600
3rd "	1800	1700	1700	1700	1700	1700	1700	1700
4th "	1900	1800	1800	1800	1800	1800	1800	1800
5th "	2000	1900	1900	1900	1900	1900	1900	1900
6th "	2100	2000	2000	2000	2000	2000	2000	2000
6-Year Total	11100	10500	10500	10500	10500	10500	10500	10500
7th Year	2200	2100	2100	2100	2100	2100	2100	2100
8th "	2300	2200	2200	2200	2200	2200	2200	2200*
9th "	2400*	2250*	2300*	2300*	2300	2300	2250*	2200
10th "	2400	2250	2300	2300	2400	2400	2250	2200
11th "	2400	2250	2300	2300	2500*	2500	2250	2200
12th "	2400	2250	2300	2300	2500	2550	2250	2200
12-Year Total	25200	23800	24000	24000	24500	24550	23800	23600
		Absent from teaching during last 7 years—no increments for P.E. except	Schedule not settled for 1950-51	1. Broken experience— if absent for 5 years or more 1/2 credits to max. of 5 increments. 2. Rural schools with enrollment over 80—100 per year. 3. Graded schools: excess of 40—\$50, excess of 45—\$100.		12th—2600 13th—2650 14th—2700 15th—2750* I.C., L.A. (Max-2000) Married teachers—\$50 per year	Schedule not settled for 1950-51	Schedule not settled for 1950-51
	Lac Ste. Anne	Lamont	Lethbridge	Macleod	Medicine Hat	Neutral Hills	Olds	Peace River
1st Year	1500	1500	1500	1600	1675	1550	1500	1500
2nd "	1600	1600	1600	1700	1775	1650	1600	1600
3rd "	1700	1700	1750	1800	1875	1750	1700	1700
4th "	1800	1800	1850	1900	1975	1850	1800	1800
5th "	1900	1900	1950	2000	2075	1950	1900	1900
6th "	2000	2000	2050	2100	2175	2050	2000	2000
6-Year Total	10500	10500	10700	11100	11550	10800	10500	10500
7th Year	2100	2100	2150	2200	2275	2150	2100	2100
8th "	2200	2200	2200*	2300*	2375	2250	2200	2200
9th "	2300*	2300	2200	2300	2475*	2300*	2250*	2300*
10th "	2300	2400	2200	2300	2475	2300	2250	2300
11th "	2300	2500	2200	2300	2475	2300	2300	2300
12th "	2300	2550*	2200	2300	2475	2300	2250	2300
12-Year Total	24000	24550	23850	24800	26100	24400	23800	24000
	Schedule not settled for 1950-51		P.E. when outside Alberta but within British Empire 1950, Max. 1950, if no more	between service and engagement by board.	Increment: 1. \$100 per year if within Div. 2. \$75 per year if outside Div. 3. Special consideration for loads in a maxi-	1. L.A. Max. 1800, Senior—\$100 2. E.C. Max. 1900, Junior—\$50 3. Special consideration for loads in a maxi-	Special Cert. Senior—\$100 Junior—\$50	L.A. Max.—1700
	Pincher Creek	Ponoka	Red Deer	Rocky View	Saskatoon	Saskatoon	Saskatoon	Saskatoon
1st Year	1500	1500	1500	1600	1500	1500	1500	1500
2nd "	1600	1600	1600	1600	1600	1600	1600	1600
3rd "	1700	1700	1700	1700	1700	1700	1700	1700
4th "	1800	1800	1800	1800	1800	1800	1800	1800
5th "	1900	1900	1900	1900	1900	1900	1900	1900
6th "	2000	2000	2000	2000	2000	2000	2000	2000
7th Year	2100	2100	2100	2100	2100	2100	2100	2100
8th "	2200	2200	2200	2200	2200	2200	2200	2200
9th "	2300	2300	2300	2300	2300	2300	2300	2300
10th "	2400	2400	2400	2400	2400	2400	2400	2400
11th "	2500	2500	2500	2500	2500	2500	2500	2500
12th "	2600	2600	2600	2600	2600	2600	2600	2600
12-Year Total	27000	27000	27000	27000	27000	27000	27000	27000

33

	Thorhild	Two Hills	Vegreville	Vermilion	Wainwright	Westlock	Wetaskiwin	Wheatland
1st Year	1500	1550	1500	1500	1500	1500	1600	1500
2nd "	1600	1650	1600	1610	1600	1600	1700	1600
3rd "	1700	1750	1700	1720	1700	1700	1800	1700
4th "	1800	1850	1800	1830	1800	1800	1900	1800
5th "	1900	1950	1900	1940	1900	1900	2000	1900
6th "	2000	2050	2000	2050	2000	2000	2100	2000
6-Year Total	10500	10800	10500	10650	10500	10500	11100	10500
7th "	2100	2150	2100	2150	2100	2100	2200	2100
8th "	2200	2250	2200	2250	2200	2200	2300*	2175
9th "	2250	2350*	2300	2350	2300*	2300*	2300	2250
10th "	2300	2350	2400*	2425	2300	2300	2300	2325
11th "	2350*	2350	2400	2500*	2300	2300	2300	2400*
12th "	2350	2350	2400	2500	2300	2300	2300	2400
12-Year Total	24050	24600	24300	24825	24000	24000	24800	24150
	L.A. less \$100. Min. 1500. Schedule not settled for 1950	P.E. outside of Province 50% up to 5 years.	Teachers with de- pendents \$100 per year.	Schedule not settled for 1950-51.	I.C. Max. 1900 L.A. Max. 1800 Schedule not settled for 1950-51.	Schedule not settled for 1950-51.		

* Maximum

P.E.—Past Experience. N.B.: Where no reference is made to Past Experience, full allowance is given for Past Experience whether served in the Division or elsewhere.

I.C.—Interim Certificate.

L.A.—Letter of Authority.

L.C.—Lapsed Certificate.

S.C.C.—Second Class Certificate.

Note—Special consideration is given by a number of the Divisions for schools with heavy enrollments, Grade IX, Summer School Attendance, etc. Full particulars re the salary schedules may be obtained from the A.T.A. Office.

SCHEDULES WITH MAXIMUM OF \$2400 OR OVER

Killam	\$2750	Medicine Hat	\$2475
Provost	2600	Stettler	2410
Acadia	2500	Castor	2400
Calgary	2500	Clover Bar	2400
Coal Branch	2500	Drumheller	2400
Holden	2500	Foothills	2400
Lamont	2500	Smoky Lake	2400
Sturgeon	2500	Spirit River	2400
Vermilion	2500	Vegreville	2400
Red Deer Valley	2500	Wheatland	2400

ORDER OF MERIT 6 YEARS

	Total
1.—Stettler	11760
2.—Coal Branch	11700
3.—Sullivan Lake	11600
4.—Medicine Hat	11550
5.—Taber	11150
6.—Acadia	11100
"—Berry Creek	11100
"—Drumheller	11100
"—Foothills	11100
"—Macleod	11100
"—Provost	11100
"—Red Deer Valley	11100
"—Wetaskiwin	11100
14.—Calgary	10875
15.—Bonnyville	10800
"—Castor	10800
"—Neutral Hills	10800
"—Red Deer	10800
"—St. Paul	10800
"—Strawberry	10800
"—Two Hills	10800
22.—Edson	10780
23.—Lethbridge	10700
24.—Vermilion	10650
25.—Athabasca	10500
"—Barrhead	10500
"—Bow Valley	10500
"—Camrose	10500
"—East Smoky	10500
"—E.I.D.	10500
"—Fairview	10500
"—Foremost	10500
"—Grande Prairie	10500
"—High Prairie	10500
"—Holden	10500
"—Killam	10500
"—Lac La Biche	10500
"—Lacombe	10500
"—Lac Ste. Anne	10500
"—Lamont	10500
"—Olds	10500
"—Peace River	10500
"—Pincher Creek	10500
"—Ponoka	10500
"—Rocky Mt.	10500
"—Spirit River	10500
"—St. Mary's River	10500
"—Stony Plain	10500
"—Sturgeon	10500
"—Thorhild	10500
"—Vegreville	10500
"—Wainwright	10500
"—Westlock	10500
"—Wheatland	10500
55.—Clover Bar	10350
"—Smoky Lake	10350

ORDER OF MERIT 12 YEARS

	Total
1.—Coal Branch	26400
2.—Stettler	26200
3.—Medicine Hat	26100
4.—Sullivan Lake	25850
5.—Provost	25700
6.—Acadia	25500
"—Calgary	25500
8.—Red Deer Valley	25450
9.—Drumheller	25200
"—Foothills	25200
11.—Berry Creek	25100
12.—Vermilion	24825
13.—Taber	24812 ½
14.—Macleod	24800
"—Wetaskiwin	24800
16.—Edson	24760
17.—Castor	24750
18.—St. Paul	24600
"—Two Hills	24600
20.—Killam	24550
"—Lamont	24550
22.—Sturgeon	24500
"—Holden	24500
24.—Neutral Hills	24400
"—Strawberry	24400
26.—Bonnyville	24300
"—Spirit River	24300
"—Vegreville	24300
29.—Wheatland	24150
30.—Thorhild	24050
31.—Athabasca	24000
"—Barrhead	24000
"—East Smoky	24000
"—Fairview	24000
"—Grande Prairie	24000
"—High Prairie	24000
"—Lac Ste. Anne	24000
"—Peace River	24000
"—Red Deer	24000
"—Stony Plain	24000
"—Wainwright	24000
"—Westlock	24000
43.—St. Mary's River	23950
44.—Clover Bar	23850
"—Lethbridge	23850
"—Rocky Mt.	23850
"—Smoky Lake	23850
48.—Bow Valley	23800
"—E.I.D.	23800
"—Foremost	23800
"—Lac La Biche	23800
"—Olds	23800
"—Pincher Creek	23800
54.—Camrose	23600
"—Lacombe	23600
"—Ponoka	23600

So You're a New Teacher

(Continued from page 30)

rid of it. Let your class feel that, like themselves, you too are a learner—only a bit older and more experienced than they.

13. *Please realize that different methods "work" with different pupils.*

Don't adhere, with bulldog tenacity, to just one hard and fast procedure in anything. Be pliable; experiment with new methods.

14. *Please realize that the textbook is only a guidebook, the starting point for inspirational teaching.*

"Textbook teachers" are still numerous, even in our so-called enlightened era. They are the educational robots who make themselves and everyone within their sphere of influence miserable. They achieve little in the way of either results or satisfaction.

15. *Please realize that talking too much is the commonest error in the teaching profession.*

Get your pupils to talk, and then guide their discussion as expertly as possible.

16. *Please realize that homework is never done well unless it has first been thoroughly planned, honestly justified, and clearly explained.*

The teacher who shouts, "Pages 54 to 60 for tomorrow!" just as the dismissal bell begins to clang, reaps a meager harvest of effective homework.

17. *Please realize that sarcasm is a dangerous weapon to wield, especially on the young—who are much more sensitive than they are willing to admit.*

Actually there are few occasions in life when sarcasm is called for, or when it can accomplish anything constructive. You are not an army sergeant!

18. *Please realize that promptness should be habitual with you.*

If you are prompt at all times, most of your pupils will be likely to follow suit. And that habit will aid them im-

measurably in their later life.

19. *Please realize that the average parent-in-distress who visits you is highly cooperative but somewhat baffled.*

Deal frankly, patiently, and calmly with these individuals. They will appreciate it, and "John's" and "Mary's" work will be apt to improve as a result.

20. *Please realize that the community wants you to become an organic part of it.*

Hermits are generally disliked. Therefore, participate as far as time permits in the activities of church, clubs, and civic organizations and projects. It pays!

Final Warning

21. *Please realize that the methodical return of corrected papers to the student enables him to discover his errors and to estimate his progress—or lack of it.*

Some teachers (not many) never return pupil papers; others return them only after such lapse of time that the pupil has completely forgotten what the requirements of the job were.

Students do not rate highly a teacher of either type.

22. *Please realize that teachers who abandon their professional ideals, yet continue to teach, belong elsewhere than in a school.*

The significant is achieved only through the possession of ideals.

23. *Please realize that any teacher who fails to derive some degree of pleasure from working with boys and girls, and observing their expanding personalities and knowledge, should hand in his resignation at once.*

A square peg doesn't fit a round hole. Why try it?

24. *Please realize that the well-planned lesson has the best (often the only) chance of success.*

Making lesson plans isn't always thrilling. But they are the strategic blueprints by which you are probably

**HAVE YOU
RECEIVED
YOUR COPY
OF**

**EATON'S
1950-1951
FALL & WINTER
CATALOGUE?**

Don't miss this latest, largest, most colourful
EATON catalogue! If you haven't received your
copy, write **NOW** to

**EATON'S
MAIL ORDER SERVICE DEPARTMENT
Winnipeg, Man.**

or enquire at your nearest EATON Order Office.

**THE T. EATON CO.
WESTERN LIMITED**

destined to win or lose. Every serious human endeavor gains by careful planning. What great battle was ever won without it?

25. *Please realize that in the teacher's equipment one of the most valuable items is a ready sense of humor.*

Pupils generally despise the solemn face, the sepulchral voice. They like to laugh at the truly humorous when it occurs and will enjoy it along with the humor-seeing teacher. But as soon as the joke is past, resume the sober tenor of work.

26. *Please realize that the wise teacher doesn't continually "talk shop" when away from school.*

To do so is a tacit confession that you are incapable of discussing intelligently other, and often broader, topics.

27. *Please realize that the wise teacher does not discuss, in the community, his colleagues, his administrators, nor any matters which common sense indicates are confidential.*

If you're looking for trouble, just disregard this caution!

28. *Please realize that the good teacher is usually consistent, not mercurial.*

Children like to know what to expect.

29. *Please realize that the good teacher generally has hobbies.*

The advantages of hobbies are too familiar to need comment. Hobbies take you "out of yourself" and provide

new areas for your thoughts and actions.

30. *Please realize that both physical and mental health are required of a successful teacher.*

If you are so unfortunate as to have bodily ills, or if you are a neurotic, your sphere is not in the schoolroom.

31. *Please realize that every good teacher possesses what is, to him at least, an acceptable philosophy of life, which enables him to achieve some degree of poise, tolerance, and serenity.*

The ship without a rudder seldom reaches port.

32. *Please realize that though teaching (the gigantic task of moulding the men and women of tomorrow) doesn't bring large earthly recompense in monetary ways, "Great shall be your reward in heaven."*

That, I am convinced, is an admonition which requires no further comment.

Bon Voyage

It seems hardly fitting to terminate this farrago of advices without wishing the new teachers well.

Therefore, Sir or Madame, will you please accept my heartiest good wishes for a pleasant and profitable journey aboard the Ship of Education. Azure skies and gentle breezes attend you; star-encrusted be your night-time heavens and—my earnest prayer!—may you never be seasick enroute!

EMPRESS and CARLTON

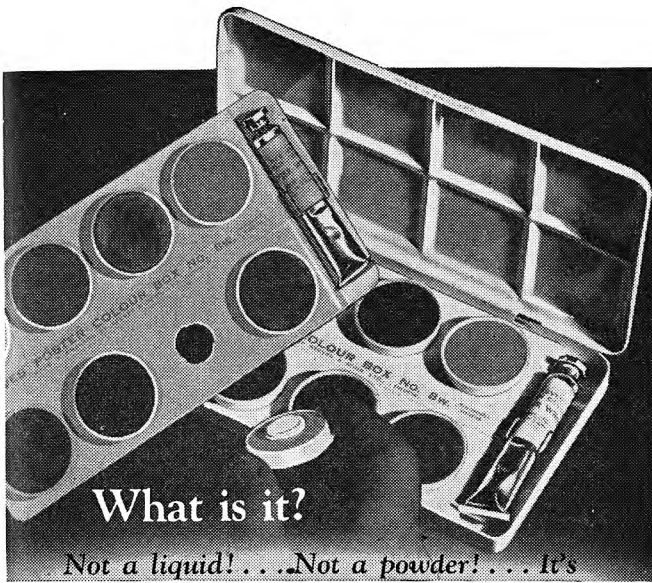
Calgary's Two Popular Priced Hotels

CONVENIENT . . . COMFORTABLE

For Reservations Phone:

Empress M1141

Carlton M4651



What is it?

Not a liquid! . . . Not a powder! . . . It's

REEVES ART MATERIALS for SCHOOLS

Made in England

Catalogue on request

“TEMPODISC”

a poster colour in cake form

POSTER COLOURS

in powder and liquid form

POSTER BRUSHES

illustrated list on request

#158/2 8 COLOUR PAINT BOXES

“GREYHOUND” PASTELS

INDIA INK

OVERSIZE

“IMPERIAL” CRAYONS



REEVES & SONS (CANADA) LTD. 120 RICHMOND ST. W. TORONTO

Mathematics Teaching on the March

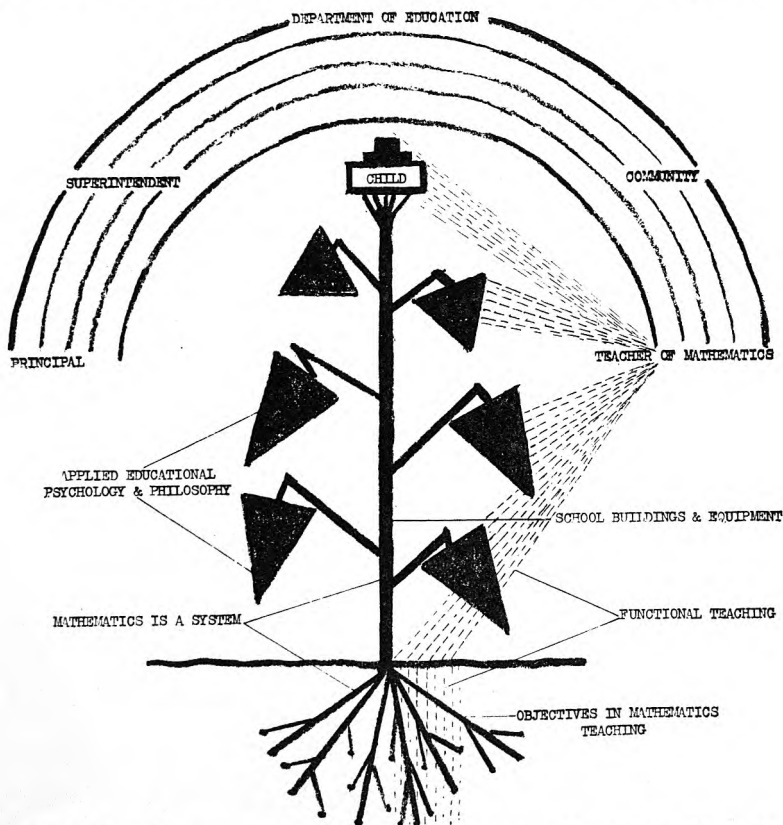
(Continued from page 23)

dual and of society will be manifest.

The wise mathematics teacher will not only constantly refer to the aims as recommended by the department of education, but in addition will utilize the basic principles underlying educational psychology and philosophy in the daily lessons.

The entire learning process is highly complex, and educational psychologists have not yet wholly agreed upon what constitutes learning, nor upon the process whereby it is accomplished. Such a situation causes the mathematics teacher to be slightly dismayed and bewildered when he or she attempts to make

some functional application of psychological theorizing and experimentation. However, it is encouraging for teachers to realize that the psychologists, outside of their singular terminologies, maintain a standard of consistency of opinion in respect to the learning process that is remarkable. Without subscribing to any definite school of psychology the teacher of mathematics can practice those methods that training and experience have shown to be successful. It would be worthwhile to consider some of the following psychological principles of learning, viz., transfer, motivation, fatigue, conditioning, plateaus in the learning process, for-



An Analogy Between The Growth of a Plant and The Teaching of Mathematics

MORE and MORE

**FROM COAST TO COAST
FILM USERS ARE TURNING
TO GENERAL'S COMPLETE
SERVICE FOR**

PROJECTORS -

silent and sound, filmstrip, slide, and opaque.

FILMS -

by such leading producers as Encyclopaedia Britannica Films, Vocational Guidance Films, and the Jam Handy Organization.

FILMSTRIPS -

produced by the Society for Visual Education, Curriculum Films, and Cathedral Films.

SLIDES -

wide selection created by Travelore, Church-Craft, and others.

SCREENS -

exclusive distributors of DA-LITE crystal-beaded screens - world's largest seller.

Please write for catalogues

GENERAL FILMS LIMITED

Head Office, Regina, Sask. Branches at Vancouver, Edmonton, Winnipeg, Toronto, Montreal, Moncton, and St. John, Nfld.

50-5

getting, individual differences, drill, overlearning, and maturation.

The philosophy of teaching mathematics cannot be something which stands apart in the experience of the teacher, but it must give meaning to the methods of teaching and of learning; it must make its contribution to the understanding and development of character; it must furnish some form of standard for the judgment of social progress; and it must throw light upon present-day and future society. The mathematics teacher as a philosopher will find himself or herself evaluating the relative values in education and judging the validity of different claims on the school by society. It is difficult to attain a properly balanced school system unless the needs of society and the needs of the individual are duly considered and coordinated. The teacher who can vision education in its proper perspective as a pathway of growth leading to a better human society, will be a more efficient teacher than one whose educational views do not function beyond the immediate surroundings of the mathematics textbook, the classroom, or himself.

The course of action of integrating the broad basic concepts of education, i.e., the aims, and the psychology and philosophy of learning, although difficult to master will make the teaching of mathematics more dynamic, purposeful, and altogether more effective.

The development of the child under such a teaching environment may be analogous to the growth of a plant. The mathematical teaching plant takes root in the justifiable aims as advocated by that particular educational system. The stem and the various branches might serve to illustrate the fact that mathematics is a unified system, and should be taught as such. The leaves draw their sustenance from the applied fields of educational psychology and

philosophy. The energy is supplied by the teaching skill and the personality of the mathematics teacher. The environment emanates from the inspiration and encouragement provided by the department of education, the superintendent of schools, the principal, and the community; while the plant structure might represent the school building and the type of equipment contained therein. The flower and eventually the seeds could portray the actual outcomes desired in the child from the particular teaching methods employed. The analogous picture above shows the various aspects of the teaching process which give purpose and pattern to education.

Success in teaching mathematics depends to a great extent on the method employed by the teacher. Of the three factors implicated in the teaching process—teacher, pupil and subject—only the subject remains constant. Each new class and each new pupil is the variable determining the method to be used by the teacher. The successful teacher soon realizes the impracticability of attempting to prompt certain classes to respond to methods used successfully in the classes of different characteristics. Even with children of the same age group growth seldom represents a uniform change. Individual differences of significant importance are found in every group, irrespective of the phase of growth under consideration. Variations occur in such items as intellectual ability, home environment, health standards, race, nutritional status, sex and other allied factors. The individual child may or may not be on a par with the rest of the class, but he has a level of his own on which he can succeed, and which the teacher must find. Thus it is seen that with each class and with each individual member of the class, some evaluation of teaching techniques becomes necessary.

One of the difficult tasks con-

A Superb "Teaching Kit" for Teachers...FREE!

Just Write for

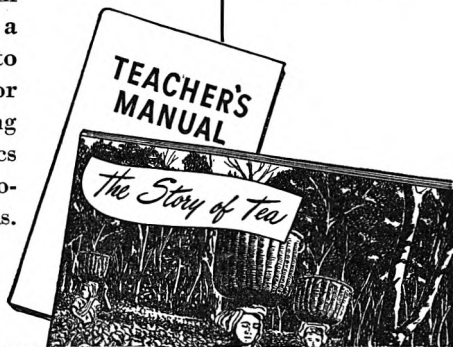
"THE STORY OF TEA"

● Interesting! Imaginative! This Teacher's help grows more and more popular. A grand classroom aid to you. "The Story of Tea" is a romantic history dating back to 2737 B.C. Specially prepared for Grades 4 to 10. Invaluable during history, geography and economics periods. Develops all sorts of projects—answers all kinds of questions.

**Sit Down NOW
and Write for it!**

Then receive FREE with "The Story of Tea"—a Teacher's Manual, a 4-color Wall Poster and a Pictorial Map of India and Pakistan and Ceylon. Distribute a copy of the booklet to each of your pupils. Use a map and poster on your class room walls. Just state in the coupon the number you need. Write today!

Receive
Teachers' Manual
4-Color
Wall Poster
Pictorial Map
of India
and Pakistan
and Ceylon



THE TEA BUREAU
Bank of Montreal Building
Toronto, Canada

Please send me free copies of the following material:—

- | | |
|---|---|
| <input type="checkbox"/> The Story of Tea | <input type="checkbox"/> 4-Color Wall Poster |
| <input type="checkbox"/> Teacher's Manual | <input type="checkbox"/> Pictorial Map of India and Pakistan and Ceylon |

Please indicate numbers required and stroke out what is not wanted.

Name.....

School.....

Address.....

City..... Province.....

fronting mathematics teachers is to realize that inaugural September classes are not at the same stage of development as the graduating June classes in spite of the fact that they are, or were, in the same grade. It requires stringent measures on the part of the teacher to turn back by ten months the class development calendar and to make a fresh mental start. Some school systems even encourage their teachers to continue with the same classes of pupils until some definite stage of graduation is reached. It would also be advisable to select for the initial school month mathematical topics that are comparatively easy for that particular grade or course so as to encourage and to inspire the students during the critical September period of classroom, subject and teacher acclimatization. More than one hope is shattered when the teacher delves into some mathematics course without the preliminary considerations of the necessary mental set and pupil readiness.

Much of the criticism which has been directed at mathematical teaching has emphasized the view that the concepts are taught as static and isolated entities without any reference to the unity and continuity of the system of mathematics. The meaning of the fraction one-half is usually taught as a set concept without showing the various possibilities of the fractions between zero and one, and indicating the one-half in reference to this series. One circle is drawn on the blackboard and the general equation of the circle is developed from this single static illustration. Doesn't there appear to be a deficiency in teaching logic when one circle is used to develop an all-inclusive equation for all circles? A teacher controlling a piece of clock-spring bent in the form of a circle could show the infinite manifestations of the circle in its growth from one of small to one of large

dimensions or visa versa. When the student is shown the entire field he realizes that the particular entity under consideration grows, pulsates and possesses a form of mathematical life, and it is easier for him later to grasp the idea of the one static manifestation in relation to the whole. The student gathers the broad outline of meaning in the first instance and is able to see the relationships between part and part in their sequence, in the second instance. Each teacher must know what has preceded his course and build on it; and in a similar vein he or she must be familiar with that which is to follow and must pave the way for it. Mathematics is a system, and must be taught as a system if maximum results are to be achieved.

The most impressive feature of our world may be characterized in the one word change. No matter where you turn, the word of forms, of events, and of ideas is continually undergoing some form of metamorphosis. Thus it may be seen that the premise of functional changes may be regarded as one of the bulwarks of mathematics teaching. It is possible to focus practically every mathematical activity into terms of functionality, and in the light of this, the concept of functionality must be repeatedly introduced throughout any mathematics course. When mathematics is no longer taught as a static body of facts rather as a plurality of possibilities the subject takes on a new meaning for the students.

In no other subject is correctness and accuracy in language more important than in mathematics. The vocabulary constitutes not only the means of communication but it is also very largely the medium of thinking and problem solving. If the student cannot express mathematical statements that are clear and intelligible, is this not because what they

(Continued on Page 48)

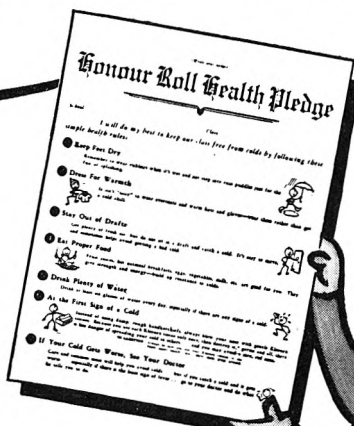
FREE! HONOUR ROLL HEALTH PLEDGES HELP INCREASE YOUR CLASSROOM ATTENDANCE!

GET ENOUGH
FOR YOUR
CLASSROOM
TO-DAY

These Health Pledges are especially prepared by the makers of Kleenex★ to encourage school children to improve daily health habits. Distribute these Health Pledges to your students and help fight the common cold in your classroom. Fully approved by medical and educational authorities.

**MAIL
NOW!**

★T.M. Reg.



KLEENEX HEALTH PLEDGES,
Dept. G-250 50 King Street West, Toronto, Ontario

Please send _____ Honour Roll Health Pledges to:

Name _____

Address _____

City _____ Prov. _____

Registration in the Teachers' Retirement Fund

The Board of Administrators of the Teachers' Retirement Fund wishes to point out that *all* teachers, regardless of length of service, are required by law to furnish certain information concerning age and service. Failure to supply this information may preclude them from receiving any benefits from the fund.

The following teachers, who have not yet completed registration with the Teachers' Retirement Fund, are asked to contact THE BOARD OF ADMINISTRATORS, TEACHERS' RETIREMENT FUND, 10330-104 St., Edmonton, Alberta.

Abday, Mrs. Tinie; Addison, Margaret E.; Aicher, Mrs. M.; Allen, Mrs. G. M.; Allen, K. E.; Allen, Jack W.; Allen, Mrs. Mary Elizabeth; Allison, Mrs. Rose; Anderson, Mrs. Dorothy; Anderson, Jean; Andre, Mrs. Jenny; Armstrong, Mrs. V.; Arnskov, Mary; Arsenaute, Jos. T.; Aubrey, Mrs. Lillian; Armstrong, Miss J.; Armstrong, Norman Henry; Arnold, Edeline Margaret; Asham, Mrs. Nora; Atkinson, Mrs. B.; Axton, Mrs. J.

Baade, Edna Camilla; Bayne, Agnes Isabel; Bannister, Miss M.; Barbour, Muriel; Barry, Mrs. E.; Batty, Bertha; Bastin, Mary Constance; Baril, Denese E.; Beaton, Mrs. Ina; Bedner, Mrs. Elsie Mae; Beebe, Mrs. Marion; Bentley, Mrs. Agnes J.; Beck, Mrs. Augusta; Bednar, Joyce Ellen; Bergum, Opal; Blackburn, Norman; Blackburne, Mrs. L. H.; Bligh, Mrs. Maud; Bleuler, Mrs. M. A.; Bonertz, Mrs. Islay; Boyce, Mrs. C.; Bockus, Edith; Boyd, Mrs. Elsie Jane; Bollinger, Mrs. A.; Braund, Alice Frances; Brissette, Mrs. K.; Bruce, Norman; Brunsdale, Ila; Brooks, Mrs. Selma; Burke, Mary; Burwash, Mrs. C.; Burrill, Miss F. V.

Cameron, Mrs. A. A.; Cameron, Rev. G. Malcolm; Campbell, Mrs. M. R.; Cartier, Mrs. Freda Evelyn; Campbell, Alice Muriel; Cady, Mrs. A.; Carruthers, Mrs. Ada; Christenson, Mrs. I.; Chrystal, Mrs. Violet Mae; Christian, Mrs. Mary; Clancy, Rev. Charles John; Clark, Mrs. Laura; Clancy, Mrs. Martha; Clark, Mrs. L. F.; Coffy, Mrs. W.; Colbourne, Mrs. R.; Cook, Mrs. Ada; Cook, Gwenyth; Cook, Lloyd William; Coglon, Roscoe Garnet; Cowan, Doris Winnifred; Cottrill, Mrs. M. E.; Craig, Mrs. Kathryn Louise; Craig, Mrs. K.; Critchton, Mrs. M.; Cumberland, Mrs. G. J.

D'Amico, Mrs. R. M.; Darby, Helen Charlotte; Davies, Marie L.; Davidson, Walter Turnbull; Davidson, Mrs. A. L.; Davies, Mrs. Nancy L.; Dawson, Marjorie; Dean, Rita A.; De Leeuw, Rev. Henri G.; Deaville, Mrs. Rita; Doane, Mrs. M. E.; Doucette, John; Durnin, Mrs. Eleanor; Dwernychuk, Geo. Ted; Dyck, Mrs. E.; Dyrholm, Mrs. Dagny G.; Dougan, Mrs. E. L.; Dufour, Mrs. E. V.; Dumont, Fred; Donald, Mrs. Amy T.; Donahue, Mrs. M.; Durie, Mrs. D.

Edwards, Mrs. Muriel; Eagle, Mrs. Lillian Joyce; Ebbert, Harry; Edmond, Mrs. Olive; Embree, Mrs. Elizabeth; Edwards, Mrs. Erna Dorette; Elkins, Mrs. E. F.; Elliott, Miss M.; Ericson, Mrs. S. L.

Finley, Mrs. Lillian; Flood, M.; Forbes,

Robert F.; Ford, Mrs. C.; Fowler, Mrs. Esther Beatrice; Frazier, Mrs. Jean; Fretwell, G. F. R.; Frickleton, Mrs. M. A.

Gallant, J. Albert; Gamsby, Mrs. Nellie M.; Gauvin, M.; Gawryletz, Olga; Gay, Mrs. A. M.; Geddis, Gladys E.; Geiger, Mrs. O. S.; Geis, Mrs. Mary; George, Mrs. Iola; Gibson, Mrs. Mary Margaret; Gimby, Mrs. G.; Goettler, John M.; Goodenough, Mrs. M. A.; Gore, Mrs. L. C.; Goring, Mrs. Rena; Gauld, Jeanne; Gould, Nellie Moore; Gorman, Sadia; Graham, Mrs. Josephine; Graham, Mrs. Margaret; Granberg, Mrs. Florence; Gray, Anne; Griffin, Mrs. Lydia L.; Greig, Mrs. Elizabeth Grace; Grigg, Mrs. S.; Gunn, Mrs. Susan M. Haggith, Mrs. Floy; Hall, Mrs. G. W.; Halliday, Lonita Mae Marie; Hallman, Mrs. Alma B.; Hallworth, Mrs. F.; Halpenny, Mrs.; Harker, Mrs. B. M.; Hay, Mrs. S. H.; Haney, Ruth Evelyn; Harker, Doreen; Heath, Mrs. Edith Margaret; Heatly, Mrs. Annie K.; Hedstrom, Miss E. E.; Henry, Mrs. Laura M.; Hertel, Mrs. Mary Elizabeth; Herman, Mrs. Ruth; Heslip, Flora; Hicox, A. B.; Hinman, Mrs. Dorothy Fay; Hodgins, Mrs. Ruth C.; Hodgkinson, Hilda; Hogan, Alvia; Hogan, Mrs. Annie Maude; Holden, Mrs. Mabel Pearl; Holmgren, Rose Vivian; Hollick, Edward Joseph; Hoover, Hudson; Houle, Paul; Hughes, Sheila; Hughes, Shirley Dawn; Huston, Miss A. W.; Hutchinson, Mrs. Evelyn Winnifred; Hutton, Vera Mae.

Ibsen, Edith L.; Inglis, Mrs. Annie; Insull, W. W.

Jackson, Mrs. E. M.; Jackson, Miss K.; Jackson, Nola; Jasman, Doris Fay; Jacobson, Mrs. Grace M.; Jenkins, Marjorie M.; Jensen, Molly Elizabeth; Jensen, Ruby Viola; Johnson, Anna E.; Johnson, Wilfred Richard; Johnson, Mrs. Edward; Johnson, Elsie; Johnson, Mrs. F.; Johnston, Mrs. A. C.; Johnston, Mrs. Grace; Johnston, Mrs. Annie Helena; Johnston, Mrs. Gordon; Johnston, Mrs. V. A.; Jones, Mrs. Llewellyn May.

Kaletka, Olga Lillian; Kary, Mrs. Glenora Helen; Kennedy, Mrs. Ethel; Kenal, R.; Kerans, Mrs. P. F.; Kibblewhite, Mrs. Frances I.; Killen, Mrs. Kathryn E.; King, Ethel Margaret; Kirk, Joyce Mary; Kirstein, Dorothy M.; King, Mrs. J. F.; Knight, Elva; Knoll, Mrs. Mary Isa; Kowalechuk, Eileen; Krinbill, Mrs. I.; Kuehn, Mrs. Esther L.; Kurylo, Nicholas; Kyle, Mrs. Kathleen.

Lafleur, Agnes Marie; Lahoda, Mrs. E. E.; Lake, Mrs. Jean; Lamb, Mrs. May; Lambert, Mrs. L. A.; Langstroth, Jean; Lauder, Edith M.; Lazelle, Mrs. Ira R.; Leary, Thelma; Lyckman, Mrs. H.; Leslie, Mrs. Dorothy; Lewis, Mrs. Lena Emma; Lesiuk, Mrs. Annie H.; Lewis, Mrs. W. R.; Levy, Mrs. Lillie Thelma; Liknes, Mrs. Marion; Light, Mrs. Phyllis M.; Lindgren, Mrs. A.; Lindroth, Mrs. Helen Nelly; Little, Mrs. Frances E.; Lockwood, Mrs. Katherine; Lobe, Mrs. Mary; Long, Mrs. Olive; Love, Mrs. Helen Mae; Love, Jenny; Lovegrove, Mrs. Gladys Giles; Lord, Mrs. Isabelle Stewart; Lowe, Mrs. Esther Lillian; Luther, Mrs. Mary Ruth; Lyness, Miss E.; Lytle, Mrs. L. M.

Maddock, Mrs. Marguerite; Mainland, Anne Yorton B.; Manders, Mrs. M. E.; Manning, Helen Lucille; Marquis, Lauretta Roland; Martin, Mrs. Gunborg Alice; Martin, Mrs. Muriel; Marzolf, Oralee; Mason, Vera; Mast, Mrs. Ruth Schaeffer; Mathews, Mrs. Len; Mathison, Mrs. E. B.; Maxwell, Mrs. Rolena Irene; Merrill, Mrs. Jean M.; Meyers, Herman A.; Mickelson, E.; Millican, Mrs. Geraldine; Miller, Mrs. Margaret; Mitchell, Lois Winona; Mongonvan, Harry G.; Moorehouse, Mrs. Edna May; Morris, E.; Morrison, G.; Mortimer, K. Olive; Mortison, Mrs. D.

(Continued on Page 60)



These Crests are made of all wool felt and embroidery in a full range of colours.

S2-1	65c	S2-12	\$1.60	S2-2	65c
S2-3	12c	S2-13	\$1.00	(Plus 6c each for additional letters)	
S2-5	50c	S2-15	65c	S2-4	80c
S2-7	75c	S2-16	70c	(Plus 4c each for additional letters)	
S2-9	95c	S2-17	65c	S2-6	50c
S2-10	75c	S2-18	65c	(2 letters, 45c; 1 letter, 40c)	
S2-11	60c	S2-20	60c	S2-8	40c
(3 letters, 50c;		S2-22	60c	(Plus 4c each for additional letters)	
2 letters, 40c)		S2-23	\$1.35	S2-14—3 letters	40c
				(After 3 letters, add 5c each)	

S2-19—1 letter, 20c; 2 letters, 25c; 3 letters, 30c

Prices are for EACH crest on the basis of an order for not less than one dozen.

TERMS: Cash with order or one-third down payment, balance C.O.D.

CREST CRAFT

Red Cross Badge of Service Awarded to Alberta Teachers

Forty-three Alberta teachers have been recommended for the Badge of Service as a mark of recognition for service of from 10 to 25 years as a teacher-director of a Junior Red Cross Branch. These teachers have been instrumental in bringing the ideals of Health, Service and International Friendship to thousands of Alberta students and have through their volunteer work assisted in achieving the objectives of the Junior Red Cross.

The following teachers have received the honorary award or will receive it at the next annual meeting of the Senior Branch named.

Mrs. Leona Bent (Drumheller), Mrs. J. M. Dickinson (Consort), Mrs. Margaret Dobson, (Athabasca), Mrs. Mable Gareau (Cardston), Mrs. Lola Flood (Taber), Peter Huculak (Willingdon), Miss Mabel James, George Kelba (Hairy Hill), Lawrence Kelly (Berwyn), Michael Lucavietski, Mrs.

Jessie Macomber (Cayley), Miss Lucy Melnyk (Andrew), Peter Yukem (Mundare), Michael Tomy (Mundare), Mrs. E. F. O'Hare (Empress), Miss Muriel Patterson (Vegreville), Miss Olive Simmons (Grande Prairie).

Calgary Branch awards to: Miss Anne Proden, Mrs. Annie Clarke, Miss Marguerite Fraser, Miss Una P. Grant, Miss Margaret Howarth, Miss Verna Milburn, Miss Christina McKellar, Miss Doris E. Miles, Miss Jennie E. Moore, Miss Kathleen Ramsey, Miss Margaret Salt, Miss Grace Shamber, Miss Vera Staples and Mr. Charles R. Sinclair.

Edmonton Branch awards to: Mrs. Olive Breadon, Miss Doris Davis, Miss Evelyn Daley, Miss Mary Dickson, Miss Una Edwards, Miss Lillian Flett, Miss Eseline Francis, Miss Mary E. Hall, Miss H. McNeill, Mrs. May Page and Miss Clara Tyner.

(Continued from Page 44)

seek to imply is often vague to them? The obvious fact appears to me that a person's expression is in its finality a concrete objective record of his intellectual process. In mathematics the student must not only use the right words, but he must understand them as well. Mere verbal memorizing of mathematical terms may become an automatic response bereft of real understanding, so the teacher's responsibility is to make certain that mere imitative usage does not pass for real comprehension. A direct and concerted effort must be maintained to clarify the pupil's understanding and to increase his power to use appropriately the vocabulary of mathematics. Educational research has shown that the correlation between reading and mathematics, especially in the analysis of problems, is usually very high. Does

this not imply that the teachers of mathematics should also direct their attention towards using the best techniques for the teaching of good language usage? Word study, directed reading, well-constructed sentences and paragraphs, are as much a part of the lesson in mathematics as in English. The types of sentences and paragraphs used in the solution of problems in mathematics will of necessity take the form symbolic of the particular branch of mathematics under consideration. It might be a new point of view for teachers to realize that $4+9=13$ is just as much a sentence, or thought, as any that may be found in the language books of any country. Language, is after all, a means of communication of thought and should receive due emphasis whether it is used in the fields of history, science or mathematics.

THE S.V.E. "Instructor 300"

tri-purpose projector is now available for
immediate delivery.

This beautiful projector has many new improvements over former S.V.E. models. Easier operation and greater picture brilliance make this a popular classroom projector. Address enquiries to

Division of Visual Instruction
Department of Extension, University of Alberta
Edmonton

In Calgary it's the "BAY" **SHOP WITH CONFIDENCE**

- Quality Merchandise
- Courteous Service
- Popular Prices

Hudson's Bay Company.

INCORPORATED 2ND MAY 1670.

7th and 8th Avenues on 1st Street West

Executive Council Meeting Alberta Teachers' Association

September 15 and 16, 1950

● The report on salary schedule negotiations was not very encouraging. Some school boards are resisting all requests for increases, even to meet the rising living costs. It was decided to let the disputes still outstanding go to arbitration, and to urge teachers and salary negotiating committees to organize their campaigns for better salaries early in the year.

● The Executive members inspected the new Alberta Teachers' Association building and were pleased with the progress to date.

● The first supplementary pension cheques, some 170 of them, for June and July were sent out at the end of August.

● Ten cases of teacher dismissal in June were settled by negotiations between the school boards and the Alberta Teachers' Association. Not one case was appealed to the Board of Reference.

● The Executive decided to attempt once more to find out whether teachers want group insurance, and instructed the central office to make a survey of

the various types of insurance schemes, and to present a report to the Executive at its next meeting.

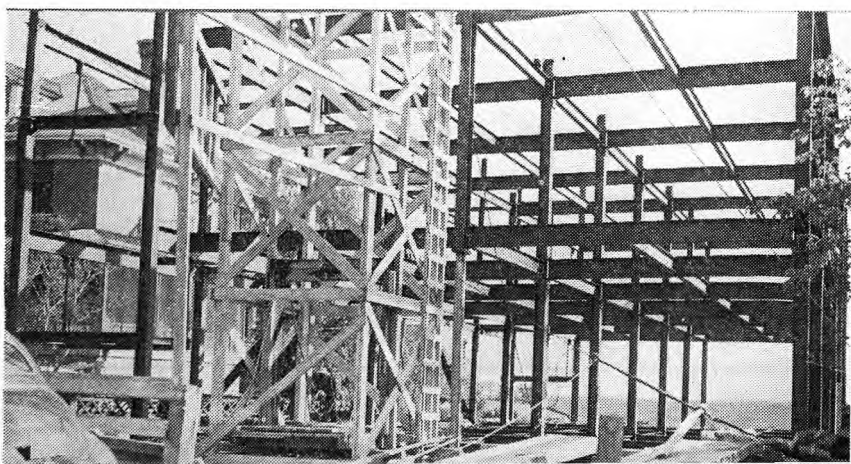
● Publicity in connection with Education Week, and a campaign for increased provincial aid to education, were discussed. It was agreed that this work should be done in cooperation with the Alberta Educational Council. The services of T. A. Shandro, Alberta Teachers' Association publicity agent, will be made available to the executive of the Council.

● A principals' salary schedule was tentatively agreed upon for presentation to the Western Conference of Secretaries as a basis of discussion.

● A report on the recent Banff Workshop showed an increase in attendance, and general satisfaction with the results obtained.

● E. T. Wiggins was congratulated on his election to the presidency of the Canadian Teachers' Federation for 1950-51. He reported satisfactory progress in the growth of a "national" viewpoint on the part of the various provincial teachers' associations.

A.T.A. Building
Progress Picture No. 1
September, 1950



Valuable Prizes Can Be Won By Your Class



The Alberta Tuberculosis Association and the Christmas Seal Committees again offer attractive prizes in their second annual Essay Contest

SUBJECT: FIFTY YEARS FIGHTING T.B.

All classes from Grades 7 to 12 inclusive—not individual students—in all graded and ungraded schools in the province are eligible. This can be a helpful group study in English, Health Education and Social Studies.

CONTEST OPENS—OCTOBER 2nd—CLOSES DECEMBER 22nd



Judges for this competition will be
Officials from the Department of Education,
the Department of Health and the
Alberta Teachers' Association



HAVE YOU ENTERED?

Additional literature and information available by writing: Contest Editor, Alberta Tuberculosis Association, 340 - 7th Avenue W., Calgary.

Contest sponsored by
The Alberta Tuberculosis Association
and the "Christmas Seal Committees"
Christmas Seals Fight Tuberculosis



OUR LIBRARY

Discipline: What Is It?—

Helen Steers Burgess, *Child Study Association of America*, 20 pp.

Although written primarily for the parent, this book contains much that would be helpful to the classroom teacher. Stressing as it does the goal of all discipline as self-discipline, the book deals with the many problems arising in everyday associations with children. It discusses also the best way to handle these problems.

General Education in A Free Society—

Report of the Harvard Committee, James Bryant Conant, *Harvard University Press*, 267 pp.

The Harvard Report deals with a basic problem of American education when it answers the question, "How can general education be so adapted to different ages and, above all, differing abilities and outlooks, that it can appeal deeply to each, yet remain in goal and essential teaching the same for all."

To the three types of potential readers, the educators concerned with school problems, educators concerned with university and college problems, and laymen, James Bryant Conant cautions in his foreword that this book must be judged as a unit and not in fragments. These readers must, as far as possible, drop their educational prejudices, and explore, through the eyes of a group of university professors — scientists, classicists, historians, philosophers — the present status of the American educational system.

Teacher Counselling—

Dugald S. Arbuckle, *Addison-Wesley Press Inc.*, 177 pp., \$3.50.

"Teacher counselling is written for teachers and parents. It is the belief of the author that if children are to have the counselling they need, the teacher must function as a counsellor since teachers are the only personnel workers who have continual contact with children.

"The book contains numerous verbatim reports of counselling sessions between teachers and students. These vividly illustrate the difference between the approach of the traditional teachers, where the emphasis is on the *teaching of the group*, and that of the new teacher, where the emphasis is on the *learning of the individual*."

The Book of Knowledge Annual, 1950—

E. V. McLoughlin, *The Grolier Society of Canada Limited*, 424 pp., \$10.00.

"*The Book of Knowledge Annual 1950* brings into your home more than 100 of the most famous men and women of our time . . . to tell you and your family what's new the world over.

"*World Events—Radio, Television, Music, Planes, Trains and Cars—Animals, Strange and Foreign Lands, Flowers, Books, Gems, Art*—all the things that touch and help to make up our lives are presented by these experts in easy-to-take capsule form.

Helping children to healthful living . . .

THE HEALTH AND PERSONAL DEVELOPMENT PROGRAMME

YOU, Grade 5

This book is planned especially to satisfy the growing curiosity of the ten-year-old about his body and how it works. It is enriched by a multitude of fascinating pictorial aids, many of which were prepared by an eminent medical artist.

YOU AND OTHERS, Grade 6

Built around the needs and characteristics, the experiences and feelings of typical pre-adolescents, this book serves as a unique and much-needed junior guidance-book. The book provides a synthesis of all the health, personal development, and safety concepts taught in the series.

YOU'RE GROWING UP, Grade 7

Here in this easy-to-read text is help for guiding pupils in growing up healthfully, happily, safely. It deals with actual problems that occur in 12- and 13- year-olds' statements of the things that are on their minds: worries about their physical growth, their popularity, their success in school and out.

Write for sample pages

W. J. GAGE AND COMPANY LIMITED

82 Spadina Avenue

Toronto 2B, Ontario

To You The Torch

A DEMOCRACY READER — GRADES VII and VIII

by

FRANK J. CLUTE and FRANK BURWELL
of WELLAND

Here is an entirely new approach to citizenship—45 stories and accompanying pertinent exercises. Topics discussed include: Freedom of Voting (Malcolm Shows Courage); A Story About Taxes (Counting the Cost); A Discussion of Our Status as Canadians: We Are Canadian Citizens.

TO YOU THE TORCH contains approximately 350 pages and 75 black and white illustrations.

\$1.75 from your bookseller or

The Macmillan Company of Canada Limited

70 Bond Street

Toronto 2



Official Bulletin, Department of Education

No. 132

Young Canada's Book Week

Young Canada's Book Week, sponsored by the Canadian Library Association, will be held throughout the Dominion from November 11 to 18. Teachers should take this opportunity to foster in the pupils an interest in worthwhile reading material, and to draw to their attention the available sources of good literature.

Bulletin 3—Penmanship and Art, Elementary School

Bulletin 3, which is a new program outline for Penmanship and Art in the elementary school grades, is now off the press and has been distributed to all schools in the province. It will supersede the outlines in Penmanship and Art in the old program.

Bulletin 4—Physical Education, Elementary School

Bulletin 4, a new course outline in Physical Education for the elementary grades, will not be printed until a later date. As soon as it is ready for distribution it will be sent to all persons concerned.

General Science, Grade IX

The High School Entrance Examinations Board will take whatever steps are necessary to see that students taking the new Science program for Grade IX will not be penalized in any way by the examination which will be set in Science for next June. Further details with respect to this matter will be furnished to teachers in the near future.

Henry Birks & Sons (Western) Ltd.
Jewellers and Silversmiths

School and Class Pins and Rings

Calgary

Edmonton

CATALOGUE ON REQUEST

AMACO PRODUCTS HELP GOOD TEACHING



Amaco Dustless Chalkboard Crayons are made from finest quality English chalk—are smooth writing, intensely white, and free from grit. No waste due to crumbling or chipping. Marks may be erased quickly and completely. (Also in yellow, sight-protective color.)

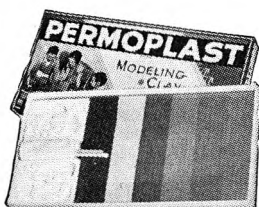
Amaco Drawing Crayons are finest quality for school use. Available in 28 colors, and are a certified product of the Crayon, Water Color and Craft Institute.

Other types of Chalks, Crayons and Clays are available. Ask us, or our distributors.



The
AMERICAN ART CLAY
Company of Canada Ltd.
536 Eastern Avenue Toronto

Distributors:
Moyer School Supplies Ltd.
Winnipeg Saskatoon Edmonton
Toronto Moncton Montreal



This non-hardening plastic clay is recommended for general school use. It is smooth, pliable and non-sticky. May be used over and over. Made from pure, harmless ingredients, and pleasantly "cedarized".

Gymnasium Equipment

When buying health equipment, you may as well buy the best, it's the cheapest in the long run. We are Canada's largest manufacturers of apparatus for Gym, Playground, Sports and Swimming Pools.

WRITE FOR
1950 A
CATALOGUE

**John A.
Madsen
Mfg. Co.**

UNIONVILLE,
ONTARIO



COMMERCIAL PRINTERS LTD.

EDMONTON'S
MODERN
PRINTING PLANT

Producers of fine book
printing and office
forms.

TELEPHONE 29327

Letters

Supplementary Pensions

Editor's Note: Following are just a few of the many letters received from pensioners benefiting from the Supplementary Pension Fund.

Dear Mr. Ansley,

In accordance with your notice . . . I wish to make application for the increased pension recently authorized by the teachers' association. My small fixed income has been severely strained by the increasing cost of living. Forty dollars doesn't go as far now as it did when first granted.

I wish to express my appreciation of this increase. When I was superintendent . . . I did much to advance the interests of the teachers and the Association and from the sidelines in recent years have followed with interest the continued progress of the Alberta Teachers' Association so well built up by my intimate friend, John Barnett, whose worthy successor you are proving yourself to be.

Yours truly,

G.A.M.

Dear Mr. Ansley,

In accordance with the requirement . . . I hereby make application for the supplementary pension which will bring my total monthly allowance up to the sum of \$65.

However straitened in his liberties the rural teacher may have been in the past, he has nothing to complain of now, absolutely nothing. The Alberta Teachers' Association has got him out of the woods, and for services well done, I thank you.

Yours very truly,

W.M.

Dear Mr. Ansley,

I herewith make application for the supplementary pension . . . and,

in doing so, I wish to express my appreciation of the generosity and fine sense of justice shown by the Association in thus voluntarily assuming a burden which properly belongs to the provincial government.

I taught in Alberta from the days of its infancy, the spring of 1905, until 1940, in country, town, and city.

In the early days we received \$600 a year, and even when I joined the . . . staff in 1917, the city's salary to newcomers, regardless of experience, was \$800, though the cost of living was not materially less than at present. We were in the midst of war. So our bank accounts did not grow very fast.

But we were supposed to take comfort from the assurance that pensions would be forthcoming "shortly," "as in other provinces," "when" and "if," etc.

In 1939 we thought the day had come, only to learn, in 1948, that we had followed a will-o'-the-wisp.

However, I congratulate the Association on what they have won for the profession in both increased salaries and an excellent pension scheme. May they long enjoy them both.

Yours respectfully,

J.A.T.

Dear Mr. Ansley,

Last week I received a cheque for the supplementary pension for June and July.

May I express my sincere gratitude to those who initiated and carried through the idea of this addition to the regular retirement allowance, and to the members of the Association who are supporting it so generously.

How great a difference it will make to my "way of life" I can hardly tell you.

It is not only a privilege and an honor to belong to such an association, but a great good fortune as well.

Yours very truly,
J.H.M.

Dear Mr. Ansley,

This is my birthday. According to the records I was born in 1874. So my present age is quite calculable. I want to tell you something that makes my birthday celebrations much happier. I am the recipient of a monthly pension of \$65.

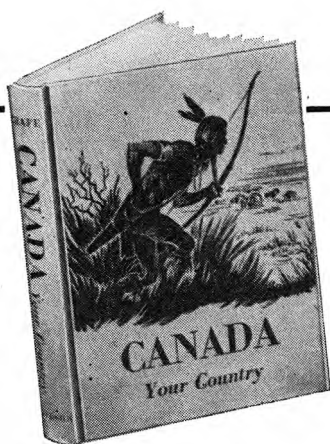
I not only feel happy about this but I feel very grateful. My gratitude goes out to John Barnett to whom Alberta teachers owe so much. And just at present I am thinking with gratitude that is very warm of the men and women of the Alberta Teachers' Association to whom we older teachers in retirement owe the recent increase of \$25.

I can't let this birthday go by without saying this—Thank You.

A.A.T.

Taken from Other Letters:

"... The prospect of an increase in the pension is a source of great pleasure as it is extremely difficult financing on the present amount. . . . I take this opportunity of thanking the Alberta Teachers' Association for bringing about this increase in the pension of retired teachers. . . . I should like to make application for the supplementary pension to which you have referred, with appreciation of the interest taken in this matter, and of the kind efforts and spirit of comradeship that have helped to make this possible . . . thanking all those who have so kindly and ardently worked to bring about this increase . . . I appreciate the decision of the Alberta Teachers' Association to amend the Act so that a more just pension could be allotted to those teachers who served faithfully in the early struggles of the Association. . . . This supplementary pension will



Canada Your Country

*History for
Grades VI to VIII*

BY J. W. CHAFE

Here is an outstanding new history of Canada. It is written in accordance with today's best teaching methods. Excellently illustrated with a wealth of beautiful black and white drawings and maps by two well-known Canadian artists, T. W. McLean and Margaret Salisbury.

"Chafe's prose is plain, straightforward and informative . . . and, above all, eminently readable. He has a story to tell and he tells it."—**Douglas Sanderson**, C.B.C. Broadcast Short-wave to South America.

"Even the outside will catch the eye of the youngster and the inside will undoubtedly hold him, probably to the extent of making it home reading for a while."—**Toronto Daily Star**.

PRICE \$1.45

THE RYERSON PRESS
TORONTO

be very helpful at this time and I am grateful for it. . . . I am very grateful to all who worked so faithfully to bring about this increase, it will be a great blessing to every recipient. . . . I want to say how greatly I appreciate the patient effort which has made such an increase possible."

Industrial Arts Conference

To the Editor:

For the past two years the teachers of Industrial Arts and the Technical Electives have held a province-wide conference in Calgary, and until now the question of a conference for this year has been a live issue.

It was felt that the advisability of holding a conference could best be obtained by a survey of the teachers concerned, and this has been done. In view of the fact that only about fifty percent of the teachers felt the need for a conference this year, the Executive of the Industrial Arts Teachers' Association and myself have come to the conclusion that the project should not be undertaken this year.

The Executive has gone on record as favoring a conference in 1951 and our efforts now will be directed toward that end.

Yours very truly,

R. E. BRYON,
Supervisor of
Industrial Arts.

Lone Scout Program

Sir,

The Boy Scouts Association would like to take this opportunity of bringing the Lone Scout program to the attention of teachers in rural areas. This division of the Association has been created for the sole purpose of bringing Scouting to those boys who have no opportunity to become members of a regular Scout Troop within a town or city.

The aim of The Boy Scouts Association is to develop good citizenship

among boys by forming their character; training them in habits of observation, obedience and self-reliance; inculcating loyalty and thoughtfulness for others; teaching them services useful to themselves, and promoting their physical, mental, and spiritual development.

In Alberta, the Lone Scout program is under the direction of Dr. J. J. Ower, of the University of Alberta. Any teacher or boy interested in Lone Scout work is invited to contact Dr. Ower at Provincial Boy Scout Headquarters, 9955-Bridge Road, Edmonton. We have a variety of pamphlets and informational material on hand which will gladly be sent on request.

Dr. J. J. Ower,
Commissioner for Lone Scouts,
The Boy Scouts Association.

The County Act

Sir,

You are fully aware that during the last session of the Legislature *The County Act* was passed. You are probably equally aware that the Government refused the request that implementation of this Act be delayed for a year, so that all those vitally concerned could make themselves familiar with its provisions.

There are three features which seem to us to be of great importance from the point of view of those interested in Education.

- (1) Money to be spent on Education should be administered by a School Board elected specifically for that purpose. Under the Act there is no assurance that the members of the County Council best qualified will be appointed to the School Committee, or that any member of the Council will have Education as his chief concern.
- (2) Co-opting additional members for the School Committee is contrary to democratic principles. Those administering any phase of Municipal affairs

should be elected by the people and responsible to them.

- (3) A plebiscite should be held before the setting up of a County, and not after a four-year experimental period. In the first place it would be more democratic, and in the second, the adjustments required in the formation of a County would make difficult a return to the present type of organization.

It seems to us, as an educational body, that there are better ways of adjusting mill-rates than by the imposition of a County scheme. As a matter of fact we have as yet heard no valid argument as to how mill-rates may be reduced without reduction in educational services.

This Council hopes for the cooperation of all those concerned in its efforts to secure such amendments to the Act as will guarantee the democratic functioning of School Boards or Committees and guard against reduction in the educational opportunities offered our children.

We invite your cooperation in securing such amendments before any Counties are formed.

Yours very truly,

R. Hennig,

Alta. Educational Council.

CITIZENS' FORUM

The 1950-51 series of the Citizens' Forum will be heard over the CBC Trans-Canada Network each Thursday night at 9:00 p.m. from October 19 to April 13 inclusive. The main topics will be: Living—1950, Does Democracy Work?, National Problems—I, International Problems, National Problems—II.

Further information may be obtained from Mr. Duncan Campbell, Department of Extension, University of Alberta, Edmonton, Alberta.

FREE...

TO ALL TEACHERS THIS USEFUL BOOK ON THE STORY OF COTTON—

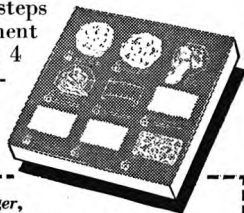


HERE is a story for your school children that is fascinating and educational. It is so simply told that even the young children will understand it. This fully illustrated book explains the intricate process of transforming raw cotton into finished cloth.

PLUS THIS FREE DEMONSTRATION KIT...

which shows 5 steps in the development of cotton and 4 samples of finished cloth.

CLIP AND MAIL
THIS COUPON



Advertising Manager,
DOMINION TEXTILE COMPANY LIMITED,
P.O. Box 250, Montreal, Que.

☐ in ENGLISH or in FRENCH ☐

Please send me your demonstration kit and a copy of "Everybody Uses COTTON" as specified below:

Name.....

.....
.....

REGISTRATION IN T.R.F.

(Continued from Page 46)

Mounce, Mrs. Helen M.; Moyer, Mrs. Edna Pearl; Mowakowsky, D.; Mraz, John P.; Munro, Mrs. A.; Murphy, Mrs. Christina; Murphy, Mrs. W.; Murray, Mrs. Betty; McArthur, Gordon; McCaughan, Mrs. Walter; Macauley, Mrs. A. J.; McCallum, Mrs. Catherine Jane; McCleary, Mrs. Muriel; McClelland, Frances Ethel; McClure, Mrs. A.; McClellan, Mrs. P.; McDevitt, Mrs. E.; MacDonald, Dorothy W.; MacDonald, Mrs. E. MacDonald, Mrs. Isabel; MacDonald, J. D.; McDonald, Lillian; MacDonald, Margaret; MacDonald, Mrs. M. W.; McDonald, Mrs. Selma; MacGillivray, Mrs. Grace; McGinnis, Milton; MacGowan, E. T.; McIlwraith, Charles E.; McLroy, Mrs. M.; McIntosh, Jack; McInnes, Mrs. Ethel Margaret; McKay, Mrs. Laura B.; McKenzie, Mrs. E. Ruth; McKillop, Mrs. Ruth; McLaine, Miss S. M.; MacLeod, Lena; MacLeod, Mary; MacMahan, Mrs. M.; McMillan, Esther Kathleen; McMillan, Mrs. Mabel; MacMillan, Mrs. Mary; MacMillan, Mrs. V. G.; McNamara, Helen Margaret; McNeil, Mrs. E. H.; McNeill, William V.; McPhee, Georgina; McQuarrie, Mrs. Hazel.

Nagloren, Mrs. Ingeborg C.; Naylor, Winifred; Nelson, Mrs. Ruby W.; Nestoruk, Rosalie; Newby, Mrs. Edna Vera; Newton, Wallace; Nichol, Evelyn Iris; Nicholson, Mrs. A.; Nielson, Mrs. Mima G.; Niebergall, Elma; Niwa, Lorraine Agnes; Nowicki, Joseph; Nykiforuk, John E.

O'Connor, Mrs. Adabel; Olson, Mrs. Agnes; Olson, Miss J.; Oliphant, Mrs. M.; Ouellette, Thelma; Owen, Mrs. Francis; Oxley, Mrs. Susie M.

Pachett, Mary E. I.; Pallister, Mrs. Margaret Ann; Pangraes, Frances C.; Parfitt, Mrs. Mary Helen; Patterson, Louisa; Paterson, Mrs. Grace; Payne, Leona Elvira; Pearson, Mrs. Myrtle A.; Peebles, Mrs. J.; Peters, Mrs. H.; Peterson, Mrs. A.; Petrick, Wm.; Pettapiece, James A.; Pickard, Mrs. Anna; Pidruchny, Lillian; Pilling, Mrs. Belva; Piper, Mrs. Minerva; Pitcher, Elizabeth; Plamondon, Mrs. Annie; Pollock, Mrs. Gladys; Portier, Roy H.; Potter, Donald; Prince, Helen Coleen; Proctor, Mrs. M.; Proehl, Mrs. E.; Purdy, Margaret Eileen.

Rarog, Frances Mary; Redd, Paul H.; Reed, Mrs. Zeila Ethel; Richardson, Elizabeth; Riederer, Mrs. Eileen Mary; Riddals, Mrs. F.; Ritchie, Margaret Eleanor; Ritchie, Thomas H.; Robertson, Mrs. Harriet; Robinson, Dawn; Robinson, Mrs. C. S.; Robison, Mrs. C.; Rock, Mrs. Maude; Roddick, Aaron M.; Romane, Mrs. May; Rose, Mrs. Doris E.;

Ross, Mrs. J. E.; Ross, Isabella; Royan, Mrs. P.; Ruff, Walter.

Safran, N.; Sailor, Agnes; Saul, Mrs. Anna Moe; Scarlet, Myrtle G.; Schafer, Mrs. Marion; Schalin, Mrs. Dorothy; Schmick, Lydia; Schoonamacher, Mrs. A.; Schultz, J. P.; Schumacher, Mrs. Gladys; Schwartz, Mrs. W. E.; Scott, Mrs. Betsy Agnes; Scott, Mrs. V.; Seguin, Mrs. M. Alzire; Semaka, Mrs. Marion I.; Semcoe, Mrs. Helen M.; Semple, Mrs. F. B.; Shierholtz, Mrs. G. A.; Shunamon, Mrs. Emelia; Simmons, Mrs. H.; Simonson, H.; Simpson, Mrs. Gwen; Sissons, Mrs. N. R.; Smith, Mrs. E. E.; Smith, Mrs. Luella; Smith, Norman O.; Sommerfeldt, Mrs. Delores; Sorhus, Helen; Spencer, Mrs. J.; Staples, Norma; Staltz, Mary; Stefan, Wesley C.; Stehelin, Anne Marie; Steinburg, Mrs. Louisa; Stitt, Mrs. D. M.; Stevens, Mrs. Ivy Mary; Stevenson, Mrs. Alice; Stevenson, Mrs. Edith Irene; Stewart, Mrs. G. K.; Stinson, Mrs. Edna Marion; Strauss, Mrs. A.; Stuart, Mrs. Donald; Stuart, Mrs. K.; Sumner, Doris; Sutherland, Leona; Swaine, Mrs. Edith Marie; Swanson, Mrs. A. S.; Swarbrick, Harry Dunlap; Sweet, Mrs. Ethel Olga; Sylvain, Joseph.

Tansem, Mrs. D.; Taranger, Mrs. Agda; Taylor, Mrs. Ethel; Taylor, Mrs. M. M.; Taylor, Mrs. R.; Thomlinson, Mrs. Clara; Thompson, D. M.; Thompson, Mrs. Olive; Thomson, Patricia Marion; Thronson, Mrs. Olive; Thomas, Joyce; Taylor, Wallace; Tingle, Mrs. Margaret; Todd, Gregory L.; Tollefson, Mrs. Elna; Tkachuk, P.; Tofto, Mrs. Anna Molly; Tufts, Elva Georgina.

Umbewest, Mae.

Van Patten, Mrs. Berniece; Veiner, Mrs. F.; Verhulst, Victor; Vennard, Mrs. Aldra E.; Vipond, Olive Irene.

Walker, Mrs. Louise; Wallace, Margaret; Wallace, Valentine Eva; Walsh, Mary Ellen; Ward, Mona; Warren, Eva Letitia; Wasylishen, Eunice; Waterman, Benjamin Lisle; White, Mrs. J. E.; Whiteley, Jean H.; White-side, Mrs. Ida M.; Whittaker, Mary; Wilkinson, Annie Florence; Wilcox, Mrs. Alice H.; Williams, Mrs. Cleo Myrtle; Wilson, Mrs. Dorothy G.; Wilson, Mrs. L.; Walleit, Mrs. G. Evaline; Woywitka, Mrs. I.

Yoemans, Mrs. Ethel; Young, Dorothy; Young, Mrs. Estella M.; Young, Wanda; Young, Mrs. Eva.

Sr. St. Dominique; Sr. Yvette du S. C.; Sr. M. St. Louis; Sr. Irene Coroon; Sr. Alberta Grenier; Sr. Francis; Sr. Mary Lucile Bonnie; Sr. Joan; Sr. Flora Marie Ernestine (Lamoureux); Sr. Mary (M. Murphy); Sr. Marie Anna Bisson; Sr. Benedict; Sr. Dorilla Simard; Sr. M. Frances; Sr. Mary of S. Alfred of the Cross; Sr. Mar'cn.

INSURANCE

Fire — Auto — Burglary — Life — Accident and Sickness
"More Peace of Mind Per Premium Dollar"

R. L. M. HART AGENCIES

Clarke Building, 10150 - 102 Street, Edmonton Phone 28628 - 20366

WHEN - WHERE - and WHY GUIDE TO BETTER CRAFT SUPPLIES

WHEN you are in the market for the best in art or craft supplies—the latest ideas and instructions on crafts—make Lewiscraft your ally.

Lewiscraft WHERE craft experience has taught better solutions to your problems. They are one reliable source for all craft aids. A convenience that saves you time and money.

And another reason WHY you should shop at Lewiscraft is the 10% discount on all orders placed by schools for \$5.00 or over.



A Lewiscraft catalogue will make your ordering easier. The help it will give you is vast.

425 Graham Avenue, Winnipeg, Manitoba

Lewis Craft Supplies

Limited

CANADA'S FOREMOST CRAFT SUPPLY HOUSE

TEACHERS

Would you like to make some extra Money in your Spare Time? Three or four hours a week could add substantially to your regular income, selling an Educational Publication which is highly recommended by Educational authorities. Good commission.

Write to:—

A. W. MEREDITH,
1105 Federal Building
85 Richmond St. West,
TORONTO ONTARIO

W. J. STEEL—Florist

Specialists in Fine Flowers and their Arrangement

Store: Elks Bldg., 116 - 7th Ave. W.
CALGARY
Store Ph. M2612 Night Ph. S0803

Used Books & Magazines

Books of all kinds, single and sets.

Prices the very lowest

Geographical magazines, single and sets

Write or visit our shop

JAFFES BOOK & MUSIC EXCHANGE
225-8 Ave. E., Calgary. Phone M5797

FURS

VISIT THE FUR HOUSE OF
QUALITY

A Good Place to Get Good Furs

KRAFT FURS LTD.

222 - 8th Ave. West, Kraft Bldg.
Est. 1908 Calgary, Alta.

MUSIC FOR ALL and ALL OCCASIONS

All School Musical Requirements
Victor Records, Rhythm Band
Instruments and Music

FISHER'S MUSIC SUPPLY

130 - 8th Ave. West CALGARY
(3 Doors East Bank of Montreal)



"Our new principal is quite popular with the children."

Elect Officers at Barrhead

Thirty teachers in attendance at the first meeting of the Barrhead Local on September 16 elected the following officers: President, W. Kruger; vice-president, W. Eddy; secretary-treasurer, R. Allen; athletic committee, L. Mellom, R. Sauder, J. Masciuk, T. Wilson, Muriel Kyle; resolutions committee, L. McKinley, P. Ritchie, R. Horner, Agnes MacDonald; festival committee, W. Kruger, Mrs. D. McKinley, Mrs. Bennett, Mrs. A. Montonati, Mrs. Erickson, Miss G. Drysdale, J. Harris; social committee, W. Winter, A. Powlowski, E. Johnson; councilors, L. Jenken, W. Winter; press correspondent, Mrs. Ruth Randall.

The election of officers was followed by a period of discussion during which plans were made for a divisional softball tournament to be held on October 6. It was the opinion of the physical education instructors that the track and field meet should be held in the spring, thus allowing a longer and more intensive program of training.

Plans for a non-competitive festival, to be held in the spring, were discussed, and a committee was set up to begin work on this project.

Keen interest in plans for a busy and profitable year in our division was evinced by the teachers present.

Discuss Teacher Contracts at Bow Valley Meeting

Ninety-five per cent attendance marked Bow Valley's first combined institute and Alberta Teachers' Association meeting which was held in the new modern Cluny High School on the sixteenth of September. The new executive of the institute for the coming year are Roy Eyres, Arrowwood, president; Bob Blick,

Gleichen, vice-president; Blanche Collier, Cluny, secretary. An extensive program dealing with the trends in Alberta's curriculum was planned.

During the association meeting, the honoring of teacher contracts was discussed, the general feeling being that some teachers don't realize the legal aspects of a contract. Salaries were discussed but action was held over until the next meeting in order to give teachers time to consider the matter.

Tom Clarke was elected to carry out publicity in connection with Alberta Teachers' Association activities.

Perfect Attendance at Chauvin Sublocal Meeting

The first Chauvin Sublocal meeting was held on Thursday, September 21, with perfect attendance.

The following persons were elected: John Fabian, president; John Ronjom, vice-president; Harry Alwood, secretary-treasurer; H. Wintonyk, press correspondent.

An introductory talk was given by the president. The next meeting is to be held at Chauvin on October 24.

Institute Held By Mundare Sublocal

The teachers of the village of Mundare and surrounding district convened at a teachers' institute on September 15.

The morning session was highlighted by addresses by Neil Purvis, superintendent of the Lamont Division; and W. E. Hodgson of the Faculty of Education. In the afternoon, Miss M. Caldwell of Edmonton, dealt with enterprise work, while Sister Marion and M. Tomyon covered the topic of English in junior high and high schools.

After the institute meeting the teachers elected the following officers for the sublocal for the coming year:

Stan Ruzycki, president; Stan Skirrow, vice-president; Gwen Polomark, secretary; Michael Tomy, press correspondent and councillor; nominating committee for fall conventions, Harry Baby; auditing committee for fall convention, Joe Souchak; social committee, William Ewachniuk, May Miskey, Tillie Fedoruk; festival committee, Gwen Polomark, Sister Marion, Michael Tomy.

Fifty-Three Enthusiastic Members At Olds Meeting

The largest number of teachers ever to attend the Olds Local met in Didsbury on September 20. There were fifty-three enthusiastic members present.

The nominating committee were appointed as follows: Mrs. A. E. Booker, John Weir, Wayne Stauffer, Robert Cruickshank, Mr. McCrimmon. Ralph Hoover was appointed as auditor.

Eric C. Ansley addressed the meeting explaining technical points in the salary schedule.

"May the interest in the Association continue through 1951."

Elect Otkin President Provost-Hayter Sublocal

Officers elected at the September twenty-third meeting of the Provost, Sublocal were E. Otkin of Provost, president; Ruth Auburn, vice-president; Louise Currier, secretary-treasurer; K. Riseley, press correspondent.

Preliminary plans for a school festival to be held early in May were presented by the festival committee.

Every school system is filled with "willing workers" . . . some "willing" to work, and others "willing" to let them work!

October, 1950

EDMONTON DIRECTORY

Patriquin, Duncan, McClary, McClary and King

Chartered Accountants

Telephone 27188

112 Thomson Bldg., 10130 101st St.

Edmonton, Alberta

BUTCHART & HOWE

Optometrists

Second Floor East

**Woodward Stores (Edmonton)
Ltd.**

FIELD, HYNDMAN, FIELD and OWEN

**Barristers and Solicitors
Solicitors for the Alberta Teachers'
Association**

316 McLeod Bldg. Phone 29461
Edmonton, Alberta

NEW AND REBUILT TYPEWRITERS AND ADDING MACHINES— ALL MAKES

Repairs for all makes of machines

FRED JENKINS

Smith-Corona Dealer
10145 - 103 St. Phone 21337

Consult us...

*IN REGARD TO YOUR
PHOTOGRAPHIC & ENGRAVING NEEDS
FOR YOUR SCHOOL YEAR BOOK:*

McDERMID STUDIOS LTD.

10024-101 ST. • EDMONTON

● **School buildings** are going up in Alberta but teachers' salaries are staying down.

● **On August 7**, the Calgary City Council supported the request of the Alberta Educational Council that the controls of schools, including fiscal control, should remain with school boards and not be under municipal councils.

● **Alderman Wilkinson**, also an MLA, said that the City had given a grant of \$500 to the Alberta Educational Council; in return they got a bunch of propaganda and felt that the money was misused.

● **When challenged** to substantiate these remarks, Alderman Wilkinson made no reply. The vote was 6 to 2 opposing *The County Act*, with Aldermen Wilkinson and Hill against the motion.

● **The ability to interpret** cartoons was tested on the 1950 Grade IX Examinations. If this practice is kept up, by the time the Grade IX'ers get to be school trustees, there shouldn't be so much danger of having Alberta Teachers' Association cartoons misunderstood.

● **In 1946**, there were 846 sitters in Alberta schools. The government said the situation was "serious but not hopeless."

● **In 1950**, the shortage is less than 100. But now, judging by the indifference, the situation is considered "hopeless but not serious."

● **Mr. Gerhart** said, at the secretaries' convention in June, "What is in our County Act certainly has no relation to any other County Act on the face of the earth." Too true! "We think that a plebiscite held before putting *The County Act* into effect would not serve any useful purpose." Well, it might show what people think of *The County Act*.

● **Every year** somebody in Alberta wants to grant a teaching certificate to some unqualified person. This year, it was to a music supervisor in a city system, who would be "teaching" teachers to teach music. Probably a case of "I do not teach. I only tell."

● **Products of our present-day** schools are having a rough time in magazines and papers. A recent issue of *Saturday Night* has an article entitled "Are Today's Frosh Up to Par?" Perhaps the frosh should start an investigation on "Do these new-fangled, clean-shaven professors know as much as the old type with whiskers?"

● **These overly-critical professors** naively admit that they have more knowledge "in the hollow of their heads" than their predecessors. But they are the products of the same system that is producing such inferior university freshmen! Strange!

● **One champion** of today's freshmen was Principal R. C. Wallace of Queen's. Dr. Wallace used to be president of the Alberta university and, strangely enough, was the only person in the article who would be known to many teachers in Alberta. In fact, it is doubtful if many teachers in Alberta have ever heard of some of the universities mentioned.

● **The Alberta Teachers' Association's** five-year study proved that over a five-year period in Alberta schools, there were no significant differences in knowledge of the fundamentals.

● **Perhaps all freshmen** should be given standardized tests in the fundamentals. And these records should be kept. Would it not be fun to know how the professors of 1970 spelled and wrote when they were freshmen in 1950?